

# Pupil Premium Strategy Statement 2021/22: West Newcastle Academy



1. Summary information					
School	West Newcastle Academy				
Academic Year	2021/22	Total PP budget	£96,840	Date of most recent PP Review	Sept 2021
Total number of pupils	188	Number of pupils eligible for PP	43%	Date for next internal review of this strategy	Jan 2022

2.	3. Current attainment September 2020 (TEACHER ASSESSMENT)		
	<i>Pupils eligible for PP</i>	<i>All Pupils (WNA)</i>	<i>All Pupils (National Average 2018/19)</i>
% achieving GLD at end of EYFY	45%	54%	72% National
% achieving Phonics Screening Test		Not Tested	81% National
% achieving reading at KS1	29%	61%	75% National
% achieving writing at KS1	29%	57%	69% National
% achieving maths at KS1	29%	64%	76% National
% achieving reading at KS2	40%	53%	73% National
% achieving writing at KS2	40%	53%	78% National
% achieving maths at KS2	45%	58%	79% National
% achieving GPS at KS2		Not Tested	78% National

4. Barriers to future attainment (for pupils eligible for PP including high ability)
<i>In-school barriers (issues to be addressed in school, such as poor oral language skills)</i>

Sept 2021, Dec 2021, Feb 2022

<b>A.</b>	Low attainment on entry and small steps of progress in intervention groups
<b>B.</b>	Small steps of progress for pupils with poor attendance
<b>C.</b>	Attainment gap due to lack of engagement in distance learning during COVID lockdown March – September 2020, January – March 2021
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Attendance rates
<b>E.</b>	Involvement of parents, home learning

<b>5. Outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Provide targeted intervention and 'Catch Up' with teacher and TA for all pupils working below expected level/pupils with PP/EAL/SEND/more able	Structured intervention work for pupils who need additional support means that they make rapid progress and quickly meet age related expectations
<b>B.</b>	Provide targeted Thrive and other emotional support to ensure readiness for learning for more vulnerable pupils with PP (especially pupils with EAL/LAC/more vulnerable)	Emotional intervention work ensures that more vulnerable pupils are able to access learning
<b>C.</b>	Family Support Worker to liaise with and support families in order to improve attendance and change attitudes to education to increase attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees among pupils eligible for PP. Attendance to rise from 87% to 95% in line with 'other' pupils.
<b>D.</b>	Provide expertise at each phase with a senior leader providing intervention, supporting targeted planning and regular reviews of progress	Senior leader ensures targeted support is driven by next steps and facilitates moderation/ shared understanding of each child
<b>E.</b>	Provide Outdoor/ Community Learning to enrich the curriculum	An enriched curriculum engages and enables each child to make sense of their learning by applying it to real life contexts

6. Planned expenditure					
Academic year	2021/22				
The headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
1.Targeted Support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Structured intervention work for pupils who need additional support means that they make rapid progress and quickly meet/exceed age related expectations	Provide targeted intervention with teacher and TA for all pupils working below expected level Provide targeted extension activities to ensure most able achieve their potential	Intervention has been well targeted in 2020/21 and pupils have grown in confidence and are more able to access learning when back in main class. This has resulted in small steps of progress captured on Scholar Pack and in case studies. Dec 21- Intervention in place alongside tutoring and early Bird Readers – impact is seen in data and through Pupil Progress meetings Feb 2022 – Intervention in place but has been reviewed to ensure pupils are targeted to achieve national norms	Weekly meetings with SLT to review progress, phase meetings and class planning using all staff Review of half termly assessment data through Pupil Progress Meetings Phone calls with parents to review progress and next steps	HT/SLT/Staff	Jan, March, June 2022 £30,890
B Emotional intervention work ensures that more vulnerable pupils are able to access learning	Provide targeted Thrive and other emotional support to ensure readiness for learning for more vulnerable pupils with PP (especially EAL, LAC, more vulnerable)	This will enable pupils to maximise their learning by being emotionally resilient and confident to seek help. 1:1 sessions in school and with the counsellor have resulted in pupils who have good behaviours for learning and who can understand and regulate their emotions. This emotional support work is noted on IEPs and reviewed with parents and staff. Dec 21- Thrive programs not in place as member of staff is ill, we will need to train a new member of staff with Thrive.	Referrals to Thrive, Counsellor and other programs Regular phone calls and review with staff and parents Use of child's voice to review progress	HT/SLT/Staff TAs/Inclusion lead Counsellor	Jan, March, June 2022 £20,000

		Counselling – small waiting list, staff and counsellor review progress at end of sessions. Feb 22- progress with Thrive to be reviewed this term. Advert for new counsellor in place			
C Reduce the number of persistent absentees among pupils eligible for PP. Attendance to rise from 92% to 96%	Family Link Worker (FLW) to liaise with and support families in order to improve attendance and change attitudes to education This will increase attendance rates for pupils eligible for PP	Attendance rates for pupils eligible for PP has increased by educating parents and supporting their understanding of different cultures. Dec 21 – Attendance has declined by 1%, this needs to be a focus for the Spring term and remainder of this term. Feb 22 – Attendance has continued to decline by 1%, attendance has improved recently as covid numbers have declined. Those with low attendance will be part of a monitoring period.	Weekly monitoring at SLT meetings and half termly review Progress monitored through assessment	FLW/Teachers/HT	Jan, March, June 2022 £15,000
D Provide expertise at each phase with a senior leader providing intervention, supporting targeted planning and regular reviews of progress	Senior leader ensures targeted support is driven by next steps and facilitates moderation/ shared understanding of each child	This structured support has enabled small steps of progress to be made and has also enabled parents to support their children at home. Dec 21 – staff sickness has resulted in a lack of senior leader for EYFS and Y1. They have been supported by AH and HT. A new member of staff in EYFS has settled in well. Feb 22- regular reviews in place and this has resulted in a review of the curriculum and intervention	Weekly monitoring at SLT meetings and half termly review Progress monitored through assessment data (tracking progress as well as attainment) Pupil progress meetings	SLT/staff/HT	Jan, March, June 2022 £20 000

Provide Outdoor/ Community Learning to enrich the curriculum	An enriched curriculum engages and enables each child to make sense of their learning by applying it to real life contexts	Outdoor and Community Learning has improved engagement and access to learning for all pupils, including those eligible for PP. Dec 21 – A review of Outdoor and Community Learning in the summer has resulted in improvements to both areas Feb 22 – Appraisal Autumn term 21 has reviewed Outdoor and Community Learning – skills are taught well and gaps reduced to include all pupils, especially those who are new to school.	Weekly monitoring at SLT meetings and half termly review Planning evaluation	SLT/staff/HT	Jan, March, June 2022 £10 000
<b>2. Other approaches</b>					
Free Uniform	Uniform is provided to PP families in order to ensure equality in school	Successful and well received by families	Weekly monitoring at SLT meetings and half termly review		£1000
Wrap around care	Care is provided out of school hours to vulnerable PP children	The school has had a positive impact on vulnerable PP children and families, as out of hours care is provided, the children are in a safer environment for longer and are provided a hot meal as well as a chance to complete homework, take part in extra reading and games. Dec 21 – reading takes place every morning/evening and holiday club in place Feb 22 – well attended. Next step reading and homework in	Weekly monitoring at SLT meetings and half termly review		£1000
Minibus collection	Free mini bus pick up for PP pupils as needed	This enables vulnerable PP pupils to get into school each day and on time Dec 21- in place and effective, there is a waiting list March 22 – as Dec 21	Weekly monitoring at SLT meetings and half termly review		£500
Peripatetic Music sessions, clubs and residential visits	Free music sessions, clubs and residential for pupils in receipt of PP in order to ensure equality	Successful and well received by families Dec 21- in place and well received March 22 – as Dec 21			£945
<b>Total budgeted cost</b>					£96,840

Sept 2021, Dec 2021, Feb 2022

