

Summary information					
School	New Park Primary Academy				
Academic Year	2019/20	Total PP budget	£56,760	Date of most recent PP Review	September 2019
Total number of pupils	157	Number of pupils eligible for PP	42 fsm & ever 6 19 service 3 x LAC	Date for next internal review of this strategy	January 2019

Outcomes	Children eligible for PP (New Park Primary Academy)				ALL PP children (National 2018)	Children <b>not</b> eligible for PP (National 2018)
	2015-16	2016-17	2017-18	2018-19		
% achieving ARE or above in reading, writing and maths combined in Y6	11%	50%	(7 children) 57%	(6 children) 67%	51%	70%
<b>Y6</b>						
% achieving in reading	22%	50%	71%	83%	64%	80%
% achieving in writing	33%	75%	71%	83%	67%	83%
% achieving in maths	11%	50%	86%	67%	64%	81%
% GAPS		50%	86%	67%	67%	82%
<b>Y2</b>						
% achieving ARE or above in reading,		67%	(2 children) 50%	(8 children) 63%	63%	79%
% achieving ARE in writing		44%	50%	50%	54%	72%
% achieving ARE in maths		67%	50%	63%	62%	79%
<b>Reception</b>						
% achieving GLD	N/A	(1 child) 0%	(2 children) 50%	(2 children) 50%		
<b>Year 1</b>						
% passing phonics screening check			(12 children) 75%	(9 children) 44%		
% Absence for disadvantaged (not service)		5.6%	5.6%		7.6%	4.3%
% Persistent absence for disadvantaged (not service)		26.5%	11.6%	40%	23.6%	8.7%

\*Red line denotes change of leadership

<b>Barriers to future attainment (for pupils eligible for PP including high ability)</b>	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
	There are significant differences between cohorts in the proportions of disadvantaged children. Y2 and Y5 have over 30%, Y6 have 45%. Prior attainment in Y5 and Y6 is significantly below the national average
	An increasing number of children begin school with poor levels of self-regulation and self-care
	There is significant mobility within the school, with many children arriving in-year. Service children can arrive at any point during the year and are likely to be at New Park for 2-3 years before moving on. Children have often moved school several times, and can have large gaps in their learning.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
	Absence and persistent absence for disadvantaged children is too high
	Families facing financial difficulty may struggle to provide children with uniform or pay for extra-curricular activities
	Some disadvantaged children have a chaotic/unpredictable home learning environment.

<b>Desired Outcomes and how they will be measured</b>		<b>Success criteria</b>
<b>A.</b>	Disadvantaged children receive quality-first teaching and timely intervention to enable them to make rapid progress	The quality of teaching and learning at school is Outstanding Disadvantaged children make good progress and the attainment gap is closing Children read regularly at home Records of interventions show that disadvantaged children receive targeted interventions and make rapid progress
<b>B.</b>	Disadvantaged and service children arriving mid-year settle quickly into school routines and friendship groups	Pupil and parent surveys indicate children have strong friendships, are happy and enjoy learning at New Park
<b>C.</b>	Disadvantaged children attend school on time every day	Absence for disadvantaged children is at below 5% and persistent absence is below 10%
<b>D.</b>	Disadvantaged children access the school curriculum and wider opportunities regardless of family income and personal circumstances.	Disadvantaged children are receiving free school uniform, and accessing educational visits and after-school clubs
<b>E.</b>	Disadvantaged children and families are supported through difficult home circumstances	Families of disadvantaged children attend school events including parents' evening Families in need receive early intervention and support

Planned expenditure					
Academic year			2019-20		
The three 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.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead & cost	When will you review implementation?
Disadvantaged children make good progress and the attainment gap is closing	Investing in teacher CPD to ensure the highest quality teaching for all children: <ul style="list-style-type: none"> <li>• Coaching groups</li> <li>• Observation and feedback cycle</li> <li>• Monitoring of outcomes</li> <li>• Senior and Middle leader development</li> <li>• Curriculum development</li> <li>• Implementing whole-school approach to guided reading following successful SSIF project</li> <li>• Comprehensive phonics programme</li> <li>• Introduction of bookclub</li> <li>• Development of new assessment system</li> </ul>	High quality teaching for all will have the biggest impact on disadvantaged children	Pupil progress meetings termly  Subject leader reviews  Monitoring cycle	RM HC RP  £8000	Termly

<p>Disadvantaged children develop a love of reading</p>	<ul style="list-style-type: none"> <li>Investing in high-quality reading materials for children at all stages</li> <li>Development of Novel-study curriculum for all ages</li> <li>Introduction of class reads</li> <li>Refurbishment of school library</li> <li>Appointment of English leader</li> </ul>	<p>Promotion of reading was highly successful in 2017-18</p>	<p>Reviews of children's reading records</p> <p>Termly pupil progress meetings</p>	<p>HC</p> <p>£4000</p>	<p>Termly</p>
<p>All children receive targeted interventions and make rapid progress</p>	<p>Investing in staffing, interventions and training</p> <ul style="list-style-type: none"> <li>Small groups for phonics teaching in EYFS/KS1</li> <li>Interactive learning journeys to support home-school links in the Early Years</li> <li>RWI interventions in KS2</li> <li>1:1 reading intervention</li> <li>PSED interventions</li> <li>High levels of staffing in EYFS</li> </ul>	<p>The early years have the most significant impact on child development – many children arrive with poor levels of self-regulation and self-care</p>	<p>Before/after measurements dependent on intervention (at most half-termly)</p>	<p>CU</p> <p>£20,000</p>	<p>Regular review cycle (at most half-termly)</p>
<p>Disadvantaged and service children arriving mid-year settle quickly into school routines and friendship groups</p>	<p>Investing in strategies to support integration, resilience and promote positive relationships</p> <ul style="list-style-type: none"> <li>Mental health training from Compass Buzz</li> <li>Support from Service pupils' champion</li> <li>Service/civilian activity groups and trips with AFC Harrogate welfare</li> <li>School council</li> <li>Worry boxes</li> <li>Scrap shed</li> <li>Playtime resources</li> </ul>	<p>Mobility levels are very high, many year groups only have 50%-60% of their reception cohort remaining</p> <p>Due to the nature of AFC Harrogate, Service families may have very little notice regarding their moves to/from New Park</p>	<p>Pupil and parent surveys indicate children have strong friendships, are happy and enjoy learning at New Park</p>	<p>RM</p> <p>£7000</p>	

	<ul style="list-style-type: none"> <li>• Play leaders</li> <li>• PSHE curriculum development</li> <li>• Class reads</li> </ul>				
<b>Total budgeted cost</b>			£39,000		

<b>Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead &amp; cost</b>	<b>When will you review implementation?</b>
Records of interventions show that disadvantaged children receive targeted interventions and make rapid progress	<ul style="list-style-type: none"> <li>• Speech and Language Therapy</li> <li>• Play therapy for EYFS and KS1 children</li> <li>• Develop links between service/civilian children with AC</li> </ul>	Increasing numbers of children have speech and language needs as well as poor levels of self-regulation and self-care	Regular impact reviews of interventions	RM & CA £1500	Half-termly
Absence for disadvantaged children is below 5% and persistent absence is below 10%	Appoint extra staff in office to support attendance processes	Disadvantaged children at New Park have high levels of mobility. Levels of absence and persistent absence have been unacceptably high.	Monthly attendance monitoring and pastoral team meetings	RM, SW & ML £12000	Monthly
Families of disadvantaged children attend school events	Make events affordable for disadvantaged children and their families				

Families in need receive early intervention and support	Encourage families to engage with prevention/early help team				
Disadvantaged children are able to access extra-curricular activities, including school trips and events, educational visits and after-school clubs  Children receive free school uniform	Providing free access to educational visits  Providing free access to extra-curricular clubs Providing free access to cultural events  Running arts award for all children – subsidised work with local artists/museums/theatre etc.	Family income may prevent children from being able to access extra-curricular activities		RM £3500	
<b>Total budgeted cost</b>					£17,000