



Pupil Premium Plan 2018-19: Keresley Newland Primary Academy

Academy Pupil Premium Grant (PPG) Details	
Number of pupils on roll:	168
Number of pupils eligible for PPG:	54
Amount of PPG per pupil:	£1320
Total amount of PPG received:	£69 280

Academy Context

Keresley Newland Primary Academy serves the former mining village of Keresley to the north of Coventry in the county of Warwickshire. The school serves an area of high deprivation and about one in three pupils is supported by the Pupil Premium Grant, which is slightly above the national average.

The school was inspected by Ofsted in January 2018 and placed in the category of Special Measures. Since the Ofsted inspection, the NET Academies Trust has engaged support from The Futures Trust in order to secure improvements and to monitor the impact of the school against the key objectives within the action plan

An extensive Statement of Action has now been written to ensure that there is a coordinated approach to tackling the areas for improvement and to ensure resources are efficiently and effectively managed to bring about overall improvement.

A public consultation into the recommended transfer of Keresley Newland Primary Academy to The Futures Trust opened during the Summer Term 2018 and this public consultation closed on Friday 8th June 2018. The school transferred to The Futures Trust on 1st December 2018.

There are currently 168 pupils on roll with one class in each year group from Reception to Year 6. The majority of these 168 pupils are White British but come from a mix of socio-economic backgrounds; most are from the less affluent/more vulnerable sections of the local community. Though many of our families do have at least one working parent these jobs are mainly unskilled and low paid.

There are a significant number of 'fragmented homes', which is difficult to quantify or compare nationally. The majority of our families have lived in the local area for more than one generation, with many parents and grandparents attending our academy themselves. This creates a close sense of community but also contributes to a lack of aspiration and wider experiences. As we develop our rigorous child protection procedures and challenge the care of our pupils, we are identifying more and more children who are at risk, and taking steps to respond to their needs.

We currently have 18 children on roll in our Nursery provision and this is expected to rise as the academic year progresses.

Baseline assessment on entry to academy shows a very large majority of pupils are well below the expectations for their age in all areas. We have some children who enter Nursery without toilet training and the number with severely delayed spoken language is rising year on year.

Attendance has risen significantly since the start of this academic year, this is a result of a consistent approach to first day absence, celebration of good attendance, securing a reward system that is recognised by the academy and home and building positive relationships with parents where education is seen as a more positive experience.

We have high expectations for all our pupils and believe that they must be given the opportunity to reach their full potential and celebrate their individuality. Pupil Premium funding comprises a significant proportion of our budget and we are committed to ensuring that it is spent effectively for the maximum



benefit of the children.

Pupil Premium Background and Aims

The Pupil Premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers. It is designed to address inequality by giving every school and teacher the resources they need to help their most disadvantaged pupils, allowing them the freedom to respond appropriately to individual circumstances.

When making decisions about using pupil premium funding it is important to consider the context of the school and the subsequent challenges that this presents. Common barriers for FSM children (eligible for free school meals) can be less support from home, poor language and communication skills, lack of confidence, behavioural difficulties and attendance and punctuality issues. The challenges are varied and therefore each child's situation is unique.

Our key objective in using the Pupil Premium is to ensure that **all** children attain to the best of their ability. We believe it is unacceptable for children's success to be determined by their social circumstances. We intend to raise levels of achievement for all disadvantaged pupils and to close the gap between disadvantaged children and their peers.

Previously at Keresley Newland (and nationally) levels of attainment for FSM children have been lower than that of their peers. At Keresley Newland we are working hard to eliminate barriers to learning and progress by introducing targeted interventions and child specific initiatives. We closely track every child's progress and make use of evidence-based research, for example Sutton Trust Toolkits, to inform our decision-making. In addition to this we devise individualised 'Barrier Plans' written for each child to identify their unique barriers to learning. We have outlined main internal and external barriers to be:-

- Vulnerable families and pupils with emotional and social needs
- Increasing numbers of pupils with limited/no English
- Tackling Persistence Absentee levels
- Delayed language and vocabulary skills (speaking & reading skills)
- School readiness (low academic baselines on entry, socially and emotionally ready)
- Low parental engagement

Initiatives and Improvements

The recruitment and retention of experienced and capable staff at all levels has been a key priority for the Headteacher in leading the school, to move forward in trying to improve outcomes for children. This will enable the school to stabilise and ensure quality first teaching in every classroom.

Key Actions in 2018-2019

- Appoint a PPG Lead
- Arrange an independent Pupil Premium Review as a matter of urgency
- Deliver interventions, which will be closely tailored to the need within targeted year groups and adapted every six weeks
- Increase the level of accountability for all staff
- Raise the level of accountability through the appraisal system and new leadership
- Develop a structure through the appointment of new staff to ensure a higher level of impact on improving the percentage working at age related expectations (% ARE)
- Clarity around the roles Governors and Senior Leaders play around disadvantaged pupils
- Consider benchmarking a school that has a similar context to consider best practice



- Fully utilise the collaborative partnership with The Futures Trust
- Data and the analysis of expenditure leading to better outcomes for pupils in receipt of PPG funding need to be a sharper focus
- Planning to identify disadvantaged pupils needs to be consistent and accurate for all staff
- Undertake clear target-setting processes for all children especially those higher-attaining pupils in receipt of PPG to ensure they make at least expected progress
- Hold PPG pupil progress meetings at half termly intervals and use data analysis effectively to determine progression and further interventions as appropriate
- Ensure that all staff are aware of the funding allocated to activities so that impact for disadvantaged pupils can be measured.

Measures of Success

Success is measured in a variety of ways to ensure that all pupils benefit from the funding. The 'Barrier Plans' are used formatively on a daily basis to address needs within the classroom and evaluated termly by teachers and pupils. All pupils are tracked closely in core subjects to ensure progress and half termly pupil progress meeting with phase leaders will also influence this process. Specific interventions e.g. Precision Teaching and RWI follow a set baseline and assessment procedure to track and evaluate success.

Monthly meetings with the Warwickshire Cluster Safeguarding Team monitors the most vulnerable families and the Inclusion & Welfare Manager sends a daily update in addition to producing termly reports on parental engagement with Family Learning Courses and an independent counselling service provides termly reports and case studies. Attendance data is tracked by the Inclusion & Welfare Manager, supported by Warwickshire Attendance Service (WAS), and monitored on a weekly basis by the Headteacher. Pupil voice is measured through school council and regular voting systems.



Summary of Activity 2018-2019

Whole School

Initiative / Objective	Activity	Lead Staff Member	Cost	Evaluation of Pupil Outcomes
<i>Read, Write, Inc.</i> training and delivery	<ul style="list-style-type: none"> Daily phonics sessions in EYFS and KS1 to ensure children gain a more secure knowledge of sounds. The sessions will enable them to apply their phonics knowledge to reading, writing and spelling. <i>Read, Write, Inc Fresh Start</i> will be used as an intervention with KS2 children to develop their phonics ad word recognition; reading comprehension; and their writing. 	LC	£2,306	<ul style="list-style-type: none"> Improve pass rate in the end of Year 1 phonics screening. Children in Year 2 will make a good level of progress in order to achieve ARE in reading and writing, in the end of KS1 assessments. Improve KS2 results to ensure a higher number of children are achieving ARE in reading and writing. Improve reading ages assessed using Hertfordshire Reading Assessment.
Appointment of a Family Welfare Assistant	<p>Work alongside and support the Inclusion and Welfare manager to:</p> <ul style="list-style-type: none"> Work closely with families and children to ensure they engage with school and adhere to expectations of education. Work closely with key staff in schools to identify and resolve attendance problems Support PPG children with access to learning. Provide Nurture groups to support emotional and social development. 	FH	£11,989	<ul style="list-style-type: none"> No groups of pupils are disadvantaged by low attendance. The attendance of pupils who have previously had exceptionally high rates of absence will show marked and sustained improvement.
Reshaping timetable of Inclusion and Welfare Manager	<p>Support of PPG children and targeting of attendance by</p> <ul style="list-style-type: none"> working closely with families and children to ensure they engage with school and adhere to expectations of education. working closely with key staff in schools to identify and resolve attendance problems. 	TS	£10,855	<ul style="list-style-type: none"> Support and improve the emotional needs of children in receipt of PPG. Target and improve attendance of these children falling below the national average. No groups of pupils are disadvantaged by low attendance. The attendance of pupils who have previously had exceptionally high rates of absence will show



	<ul style="list-style-type: none"> • Meeting parents and pupils at school or home. • Supporting PPG children with access to learning. • Providing Nurture groups to support emotional and social development. 			marked and sustained improvement.
PPG Programme Management	<ul style="list-style-type: none"> • Leading staff on PPG provision • Monitor and track interventions for PPG children • Ensure Pupil Premium funding is used effectively to support the progress and learning experience of all PPG Children. • Conduct pupil voice meetings with PPG pupils. 	SM/FH	£3,000	<ul style="list-style-type: none"> • Delivering an informed focus on improving Teaching and Learning and targeting support at children eligible for the grant.
<i>Reciprocal Reading</i> training and delivery	<ul style="list-style-type: none"> • Support reading through structured guided reading sessions. • Support children in developing teamwork and reading comprehension skills. 	SM	£2,048	<ul style="list-style-type: none"> • Improve reading ages assessed using Hertfordshire Reading Assessment. • Children to develop a greater sense of responsibility through the roles in <i>Reciprocal Reading</i>. • Improve social skills and ability to work effectively as a team.
Specialist Teaching Service	<ul style="list-style-type: none"> • Employed one day a week to support reading and mathematics skills 	JS	£4,552	<ul style="list-style-type: none"> • Improve outcomes for targeted pupils in receipt of PPG
<i>Precision Teaching</i> training and delivery	<ul style="list-style-type: none"> • Targeted pupils to be tracked from starting point to exit point to see progress made in reading. 	JS	£2,048	<ul style="list-style-type: none"> • Improve outcomes for targeted pupils in receipt of PPG
Ensure all PPG children have access to breakfast.	<ul style="list-style-type: none"> • <i>Playzone</i> to support children in preparing for the school day. Support children emotionally and socially as they prepare for the school day. • Offer breakfast to improve concentration. 	FH	£2,306	<ul style="list-style-type: none"> • All PPG children offered milk and breakfast to improve concentration in lessons and improve attendance.



Groups

Initiative / Objective	Activity	Lead Staff Member	Cost	Evaluation of Pupil Outcomes
Singing Leaders	Singing Leaders trained and monitored for lunchtimes	FH	£300	Improve lunchtime behaviour and self-esteem of those children in receipt of PPG involved in the initiative.
Ten Year 5 pupils participate in Warwickshire Police Youth Engagement initiative	6 weeks X one hour	TS	No charge	Use existing network, infrastructure and leadership qualities of Police to supplement physical, mental and educational development of pupils.
Raise attainment in Year 6	Maths and English interventions in Y6	SM	£2,700	Improve attainment in maths.
Reciprocal Reading KS1	TA led intervention twice per week in four KS2 classes	SM	£3,240	Improve attainment in reading.
Phonics groups across EYFS and KS1, Yr 3	2 X 30 mins per week with BM	BM	£2,430	Improve phonics screening test outcomes in Year 1.
Raise the profile of reading and reading attainment in KS1 & KS2	TA listens to PPG children read in KS1 on daily basis.	TA	£13, 276	Children read regularly, are keen to bring books in and enjoy becoming 'readers.'
Ensure PPG children have access to the curriculum	Pre-teaching in KS2	SM	£1,139	Skills and concepts taught to targeted children before a lesson commences to ensure equality of access.
Before School booster sessions for HA pupils in receipt of PPG	Maths and English	SM	£1,139	Improved attainment in Maths and English and improved attendance/punctuality
After school boosters October to May	Twice weekly for one hour with SM in English and Maths	SM	£1,592	Improved outcomes in SATs
Phonics workshops with Reception, Year 1 and Year 2 parents and carers from Sept 18.	Parents and carers learn alongside children.	CN	No charge	Improved parental engagement developing home school links and an opportunity for parents to discuss concerns with staff. Improved outcomes in phonics.



Individuals

Initiative / Objective	Activity	Lead Staff Member	Cost	Evaluation of Pupil Outcomes
Counselling to raise aspirations of PPG children and support their welfare.	Art Therapy	TS	No charge	PPG children self-evaluate personal wellbeing and carers/teachers to evaluated this at the start and end of each of these six sessions. Results expected to show improvements in attitudes, behaviours for learning and self-esteem.
Ensure children have access to correct uniform and shoes	Uniform, shoes and book bags bought for identified children.	TS	£180	Children will feel part of the school community, improving a sense of identity and belonging.
Raised attendance of identified children	Inclusion and Welfare Manager and WAS worker met with carers	TS	£1,349	Improved attendance of targeted children.
<i>Beanstalk</i> reading initiative	One-to-one literacy support to help improve the reading attainment and enjoyment of children who are struggling or reluctant readers.	SM	£1284	Improved reading ages, comprehension, self-esteem

EYFS

Initiative / Objective	Activity	Lead Staff Member	Cost	Evaluation of Pupil Outcomes
<i>Wellcomm</i> plays a role in identifying children with potential language difficulties and offers customised interventions activities to support their language development.	Speech and language support/screening for EYFS pupils	JH	£500	Children encouraged to develop speech as the basis for good Literacy skills.
Redeploying staff from Nursery every afternoon to Reception class (Sept 18 to Dec 18)	To ensure a language rich environment and encourage focused language work.	JH	£500	Language enrichment leading to improved pupil outcomes at GLD.
Opening full day Nursery sessions (Jan 19 onwards)	To develop the prime areas of learning and offer EYFS pupils the opportunity to best prepare for starting Reception.	EF	£547	Children benefit from mixing with other children and will be more prepared and better equipped when starting school.