

Newark Academy Pupil Premium strategy statement and spending plan 2016-17

What is the Pupil Premium Grant (PPG) and how is it used at Newark Academy?

The Pupil Premium Grant was introduced in April 2011 and is used by Newark Academy to increase attainment, aspiration and engagement for pupils from disadvantaged backgrounds by providing in-school additional support for individual pupils and groups of pupils. Research indicates that using the PP to support pupils with a wide range of appropriate interventions, enrichment opportunities and ensuring they receive Quality First Teaching will have a significant impact on their aspirations and future life chances.

'The pupil premium 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.' GOV.UK (Jan 2014)

The Pupil Premium is a Government initiative designed to address the under-achievement of our most disadvantaged children, nominally those who are (or have been) eligible for free school meals (FSM), looked after by the Local Authority or adopted children.

At the Newark Academy we track the achievement 'gap' between PP pupils and their non-PP peers, this enables us to identify strengths and areas for development. We also track the achievement of PP pupils against achievement of PP pupils nationally. We then target the PPG appropriately to 'close the gap'.

Context of Academy (based on 2015 RAISEonline)

Newark Academy is a slightly smaller than average mixed secondary school in Newark, Nottinghamshire with 672 students on role (48.2% girls / 51.8% boys). The current year 11 have 46.7% girls and 53.3% boys.

The percentage of students known to be eligible for free school meals is 28.5% which is slightly below the National of 28.7% - this percentage is set to remain around the same figure apart from in current year 9 when this percentage rises to 32.6%.

The percentage of students with SEN support is significantly higher than National (School 20.1% V National 12.4%)

The school deprivation indicator is very slightly lower than National deprivation indicator.

The PPG per pupil for 2015-2016 was as follows:

Pupils in years 7-11 recorded as Ever 6 FSM £935

Looked after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority £1,900

Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order £1900

Service children, pupils in year groups Reception to Year 11 recorded as Ever 5 Service Child or in receipt of a child pension from the Ministry of Defence £300

Newark Academy Pupil Premium Funding 2015-2016

The Government's reclassification of Pupil Premium eligibility to cover any students who have been eligible for FSM in the past 6 years has resulted in the Academy receiving £173, 455 with 158 qualifying students.

This funding has been used to provide:

Staffing - £90,000:

Educational Trips and resources - £8,500

Academic resources - £20,000

Interventions - £15,000

Transport services - £20,000

Hardship fund – £10, 000 – this is used at the school's discretion to support individual pupils and families.

Contingency - £9,000

Impact data can be found in the table below.

The PPG per pupil for 2016-17 are as follows:

- Pupils in years 7-11 recorded as Ever 6 FSM - £935
- Looked after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority - £1,900 – this funding is managed by the Virtual School Head (VSH)
- Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order - £1,900

Objectives of Pupil Premium Expenditure at Newark Academy 2016-17

Our key aim is to narrow the gap between pupil premium and non-pupil premium students.

We have a strong focus around supporting academic progress and are concerned with the **range of barriers these students may encounter** due to their perceived disadvantage. We will ensure that there is a layered approach to interventions so that students of all abilities are supported by the funding.

A Student Provision Tracker will be created which will enable us to plan for and show an equity and equality of provision for all students based on the range and cost of strategies in place.

Key objectives:

- to raise attainment in both English and Maths – to implement strategies to close the attainment gap between PP and non-PP students at every level of ability
- to raise attainment in all other subject areas by ensuring that all teachers are accountable for the progress of the PP students in their groups – backed up with a percentage of Pupil Premium funding
- to engage students with enrichment opportunities, including trips / visits / memorable learning opportunities, after school activities in order to support the new behaviour and attendance strategies and improve the attendance of PP students in every year group

- to target relevant literacy interventions using a layered approach to increase reading and spelling ages, reading comprehension ages and access to the wider curriculum

Key principles:

- to raise academic progress at every level
- to raise the self – esteem and aspirations of students
- to enhance existing provision which is measurably successful
- to use Leaders of Learning, Heads of Year, Heads of Departments, HLTAs and support staff to identify students who need intervention / additional support / personalisation strategies
- to intervene quickly if chosen strategy or intervention fails to show impact.
- to find effective ways to engage parents and the wider community
- to engage with creative strategies to ‘close the gap’ for all PP students

Planning for 2016-17 – A thematic approach

Academic:

- PP spending linked to all departments
- referenced on Department Development Planning
- level of accountability
- measurable through data and QA
- collated to ensure coverage

Literacy

- whole school focus through the Literacy Improvement plan plus layered approach to support a range of literacy levels
- accounts for all students
- meaningful and relevant
- integral part of department planning / lesson planning
- CPD opportunities for all staff

Enrichment

- wide range of trips and opportunities tailored specifically and targeted at students eligible for Pupil Premium
- after-school activities
- projects
- memorable experiences
- fun / engaging

Intervention

- use of data to highlight school specific underperforming groups
- subsequent actions – measurable / relevant / timely
- layered approach based on ability – one size does not fit all
- within departments / across year groups

Personalisation

- individual student needs
- information through the hardship fund
- form tutors / heads of year
- student / parent voice

Pupil Provision Tracker

- considers every PP student
- tracks against every intervention / opportunity – costed
- encourages equity of provision
- link to student profiles / case studies
- builds up information over the year

Staff training and development

- Middle leader development
- Literacy CPD for all staff plus follow up through QA
- Inference training for HLTAs / support staff / librarian
- TA with PP focus / role for Nurture group
- Regular PP updates for all staff / governors
- Progress of PP students as an agenda item for all department meetings
- PP display in the staff room – constant focus for all.

Summary Information					
School	Newark Academy				
Academic year	2016-17	Total PP budget	£135,575	SLT lead	H Spoons
Total number of pupils	619	Number of pupils eligible for PP	141	Date for internal review of strategy	February 2017 May 2017 September 2017

	Current attainment 2015-16		
	Pupils eligible for PP at NA	Pupils not eligible for PP at NA	Pupils NOT eligible for PP (National average)
% achieving 5A*-C incl EM (2015-16 only)	28.9%	49%	
% achieving expected progress in English / Maths (2015/16)	English 60.3% Maths 29.7%	English 62.5% Maths 52.0%	
Progress 8 score average	-1.16	-0.76	
Attainment 8 score average	3.33	4.5	

Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers	
A	<p>Low literacy skills preventing pupils, including PP pupils, from making good progress:</p> <ul style="list-style-type: none"> On entering year 7 literacy skills are lower for pupils eligible for PP than for other pupils A lack of teachers with high quality teaching and literacy expertise
B	<p>All pupils who are eligible for PP are making less progress than other pupils, including HA, MA and LA:</p> <ul style="list-style-type: none"> HA pupils are currently not challenged appropriately Subject areas do not have an explicit focus and plan for considering the progress of all PP pupils

C	Engagement and aspiration issues for numbers of pupils in each year group (including PP) are having a detrimental effect on not only their academic progress but on that of other pupils <ul style="list-style-type: none"> A comprehensive enrichment programme is not currently in place to support all PP pupils
External barriers	
D	Attendance <ul style="list-style-type: none"> Rates for pupils eligible for PP are 88.3% (below the targets for all pupils of 95%) Lack of opportunities and resources available to parents to actively engage with and support their children's learning

Outcomes		
	Intended outcomes	Success criteria
A	<ol style="list-style-type: none"> All year 7 pupils, particularly those eligible for PP make good progress in literacy All pupils, particularly PP pupils, are in receipt of high quality teaching 	<p>Pupils eligible for PP in year 7 make good progress so that 100% meet expected targets.</p> <p>This will be evidenced through;</p> <ul style="list-style-type: none"> Accelerated reader assessments All in-school assessments The LIT programme assessments (from January 2017) GL assessments <p>Linked to whole school Quality Assurance of Teaching and Learning</p>
B	<ol style="list-style-type: none"> Improved rates for progress for all other PP pupils across KS3 and KS4 All subject areas to consider and plan for underachieving groups of pupils, particularly those eligible for PP 	<p>All DA students make progress in line with non-DA students, the gap between Disadvantaged and non-Disadvantaged student narrows significantly in all subject areas.</p> <p>Higher Attaining PP pupils make as much progress at both key stages as other pupils, in school and nationally, identified as HA.</p> <p>This is monitored through Head of Department Quality Assurance procedures and subject specific interventions are put in place quickly to challenge under achievement.</p> <p>Monitored by SLT</p>

C	<p>1 All students, particularly those eligible for PP are engaged with learning and a wider range of enrichment opportunities and have high aspirations for themselves and those around them.</p>	<p>A significant declining trend in reported negative behaviour and exclusions.</p> <p>Student voice shows increasing positive attitudes to school and self.</p> <p>Enrichment opportunities are well-attended by targeted DP</p>
D	<p>1 Increased attendance rates for pupils eligible for PP</p> <p>2 Parents are more engaged through a range of activity in supporting children's learning</p>	<p>Overall attendance among pupils eligible for PP improves from 88.3% to 95%</p> <p>Disadvantaged pupils' progress and engagement with school improves over time.</p>

Planned expenditure - Academic year 2016/17

1 Quality of teaching for all pupils, particularly those eligible for PP funding

Intended outcome	Approach / Strategy	Rationale	Implementation	Staff lead	Review
<p>All pupils, particularly PP pupils, are in receipt of high quality teaching</p>	<p>New literacy team created including School Leader, Associate School Leader, Reading Champion and Librarian</p>	<p>To ensure a high quality literacy across the curriculum plan which supports staff with the explicit teaching of literacy, makes best use of Accelerated Reader and provides high quality literacy CPD for all staff</p>	<p>Associate School Leader to lead Literacy CLD, planning and policy- also to LM Reading Champion and Librarian.</p>	<p>NW</p>	<p>termly</p>
	<p>Specialist teachers with literacy expertise appointed in English, Maths and Science</p>	<p>To ensure quality first teaching for all pupils, particularly those from disadvantaged backgrounds.</p>	<p>From September 2016 all core subjects are fully staffed with specialist teachers.</p> <p>A rigorous process of Quality Assurance coupled with new behavior systems will ensure that all students will receive quality first teaching</p>	<p>KV -T&L CF - Behaviour</p>	<p>Termly</p>

	An in-school programme of quality Continued Professional Learning	To ensure that all staff regardless of subject area have access to high quality CPL to support them to plan for the progression of all students, particularly those from disadvantaged backgrounds.	A school calendar of CPL which provides a layered approach for all members of staff including: <ul style="list-style-type: none"> • Middle leader development • Whole staff training • Inference training for TAs and identified departments • Staff updates in briefings and Teach Meets • Governor Training 	SLT	Evaluated termly
Improved rates for progress for all other PP pupils across KS3 and KS4	Use of GL Assessment to support assessment and tracking of all students	To ensure a consistent systematic approach, used at regular intervals to give all staff access to reading and comprehension ages for students in KS3	GL assessments in English, maths and science plus CATs testing and reading age testing will ensure that all staff have the relevant data to support planning for progression for all students, with a focus on PP pupils	ZJ	Termly
All students, particularly those eligible for PP are engaged with learning and a wider range of enrichment opportunities and have high aspirations for themselves and those around them.	All departments and individual teachers / TAs are able to bid for PP funding to ensure a wide curriculum spread of strategy and approach	To ensure that the focus on the progress of PP students comes through the curriculum in terms of subject specific projects linked to a teaching and learning focus. Funding enables teacher to be creative and use a wide range of technique and strategy.	All teachers / departments have access to funding through a bid system. Each bid will be assessed on the value for money versus impact. Teachers will have opportunity to bid for a new project each term although projects can last longer than a term. Impact evidence will be gathered by subject leads and presented through the middle leader development programme.	HS	Termly
	Enrichment programme established across the schools	To ensure that all students, particularly PP students have access to a wide range of extra-curricular activities which could include trips / residentials / clubs and memorable experiences that are fun and enjoyable.	All staff to contribute to the Enrichment programme over the year – this could be for activities before or after school and could be led by teaching or non-teaching staff. Pupil Premium students to be targeted for attendance at all activities.	KV	
				Total	£105,000

				cost	
2 Targeted Support					
Intended outcome	Approach / Strategy	Rationale	Implementation	Staff lead	Review
All year 7 pupils, particularly those eligible for PP make good progress in literacy	Switch-on reading and writing	An approach recommended by the EEF to support students with low literacy levels to make good progress in reading and writing.	All TAs and the SENCO have been trained by a Switch-on practitioner, students in year 7 have been identified for the 1:1 intervention and a timetable has been implemented. A half termly review will be undertaken by the external Switch-on lead.	GW	Termly
	Accelerated reader programme	An intervention to support reading at all levels. AR enables students to choose the most appropriate reading books at their reading age level.	All students in KS3 have access to AR through English lessons and tutor time. This ensures that they all have a reading book at their correct reading level. An AR plan has been written and is in the process of implementation.	JP / NW	Termly
	The LIT Programme from the Hackney Learning Trust	A whole class literacy intervention which includes meta-cognitive aspects, reciprocal teaching and is linked to the new curriculum in terms of skills and depth.	The training for all English teachers and a range of TAs to take place before the end of December 2016, with part implementation from January 2017 and full implementation across LA groups from February 2017	HS / NW	April 2017 July 2017
	Inference Training strategies	Training for teachers and TAs to use explicit Inference techniques across the curriculum to support identified students who are not reading for meaning.	Training to take place in spring term 2017, implementation through classroom strategies and small group intervention.	HS	Through HoD QA - termly
	Additional 1:1 and small group tuition through the library for identified students	To use the additional capacity of the librarian to support students with literacy skills through use of the library (The Hive)	PP students to be identified by the SENCO for 1:1 and /or small group intervention focused around reading, writing and social skills	TH / GW	Termly
	Use of TA time to support identified	To ensure that PP students are supported, wherever possible by	A timetable of support, written by the SENCO shows where each TA is	GW	Termly

	students through curriculum time.	the use of the additional capacity provided by TAs.	focused and with which students. To ensure a personalised approach for vulnerable students		
All subject areas to consider and plan for underachieving groups of pupils, particularly those eligible for PP	All departments to bid for PP funding to focus on a curriculum aspect to support PP students either across the curriculum or from a specific year group.	To ensure that all teachers are involved in and accountable for the progress of PP students in their classrooms and subject areas. This gives teachers the chance to be more creative in terms of their approach.	All teachers to be informed through regular Teach Meet sessions. Teachers to write bids and submit to HS in order to access the funding. This could also link to enrichment activities mentioned above	HS	Termly
	KS4 GCSE Intervention classes in core subjects	To provide additional support / resource and experience for GCSE PP students in preparation for upcoming examinations.	Core subjects to provide additional intervention classes at various points over the year, targeting PP students in particular.	HS and HoDs	Termly
				Total cost	£15,575

3 Other Approaches

Intended outcome	Approach / Strategy	Rationale	Implementation	Staff Lead	Review
Increased attendance rates for pupils eligible for PP	TA led Breakfast clubs for targeted students	Attendance data to identify PP students who have either poor attendance or issues with punctuality. Focused breakfast clubs to encourage students to be in school and on time every day.	Attendance data to be analysed in order to identify priority groups of PP students to target. Additional TA time funded to staff the intervention and provide a 'social' time for those students considered at risk of attendance issues.	CF- att data GW – TA time	Termly
	A programme of visits and links to local universities	To ensure a focus on widening participation linked to increased student aspiration and engagement.	LN to liaise with local universities, NTU in particular, to access their programme of widening participation particularly for PP students.	LN	July 2017
	A coordinated multi-agency approach for identified students, including access to	A personalised approach for our most vulnerable PP students.	Bespoke and targeted to individual needs of each identified PP student.	GW / HS	Termly

	Children's Services and the Health Related Education Team				
	Access to Anger Management, Counselling Services, Behaviour Management Services (CASYS)	As above	As above		
Parents / carers are more engaged, through a range of activity, in supporting children's learning	Family learning project to involve a number of families from different year groups	A holistic approach to family learning, using external providers to support families with more than 1 PP student.	Based on individual family need and possibly linking with siblings in local primary schools.	HS	July 2017
	Pupil Premium hardship funding	To ensure that parents / carers of PP students have access to additional funding to support student progress.	Based on individual need and requirements. Parents and carers can apply for the additional funding through the school email system.	HS	July 2017
	Access to Parent Forums and Parent Voice.	To ensure that all parents and carers are supported to have a voice and a role in engaging their children in learning and education.	Implemented through a range of Parent Forum meetings and parental questionnaires. Results to be collated and fed into future planning for PP students.	KV	Termly
				Total cost	£15,000