

The strategy will focus on three aspects:

1. Achievement
2. Aspiration
3. Attendance

<b>Barriers to future attainment (for all pupils particularly those from disadvantaged backgrounds)</b>	
<b>1.</b>	<p><b>Achievement</b></p> <p><b>Pupils who are eligible for PP are making less progress than other pupils, including Males, HAPs and SEN pupils:</b></p> <ul style="list-style-type: none"> <li>- Lower literacy skills on entry than other pupils</li> <li>- Lack of high quality teaching including feedback, tracking and assessment</li> <li>- HAPs are not challenged and stretched</li> <li>- LAPs are not engaged in lessons</li> <li>- Boys underperforming compared to girls</li> <li>- Heads of year do not have a holistic approach to underachievement across the curriculum</li> <li>- Lack of opportunity to keep up with peers</li> </ul>
<b>2</b>	<p><b>Aspiration</b></p> <p><b>Pupils who are eligible for PP are less engaged in school and enrichment and do not have the meta cognitive strategies to develop independent learning:</b></p> <ul style="list-style-type: none"> <li>- Lower rates of attendance to after school intervention and enrichment activities</li> <li>- Lower parental engagement in school based activities including attendance to Open evenings, Achievement evenings and 1:1 meetings</li> <li>- Lack of opportunities and resources available to actively engage parents with supporting their children’s learning</li> <li>- PP pupils complete less homework than other pupils</li> <li>- PP pupils are less likely to have the skills to ‘learn to learn’. PP pupils had an ATL score of 1.73 against Non PP pupils score of 1.67</li> <li>- PP pupils are less likely to want to pursue further education</li> <li>- Lack of opportunities and resources to actively engage pupils and parents</li> </ul>
<b>3</b>	<p><b>Attendance</b></p> <p><b>Pupils who are eligible for PP have lower rates of attendance than other pupils</b></p>

	<ul style="list-style-type: none"> <li>- Attendance of PP pupils was 92.9% for 2017-18- for Non PP pupils nationally this is 95.8%. At Newark Academy Non PP attendance for 2017-18 was 95.6%</li> <li>- PP pupils more likely to be permanently excluded or excluded for a fixed term than their peers</li> </ul>
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**Outcomes – All strategies are based on research through the Sutton Trust and Education Endowment Fund.**

	Intended outcomes	Success criteria
1	<p>1a) Appoint teachers for KS3 and KS4 to support the achievement agenda and ensure all PP pupils in year 7-12 make outstanding progress in all subjects with a particular focus on improving percentage 5+ in English and Mathematics.</p> <p>1b) <b>All year 7 and year 8 pupils</b>, particularly disadvantaged pupils make good progress in English and maths</p> <p>1c) <b>All pupils</b>, particularly disadvantaged pupils, are in receipt of high quality teaching – which includes a focus on:</p> <ul style="list-style-type: none"> <li>- 5 Golden threads</li> <li>- Differentiated lesson plans</li> <li>- Adjusted seating plans</li> <li>- Specific and timely feedback with regular AfL</li> </ul>	<p>This will be evidenced through;</p> <ul style="list-style-type: none"> <li>▪ Appointments commencing Sept 2018</li> <li>▪ Monitoring and tracking of all year groups</li> <li>▪ New Line Management of non core subjects</li> <li>▪ Depts working in Faculties to share and embed best practice</li> <li>▪ RAG meetings as embedded in year 11</li> <li>▪ Achievement plans in place for all year groups as embedded in year 11</li>   <li>▪ Accelerated reader assessments (increased reading ages and reading count over the year - EFR)</li> <li>▪ The Hackney LIT programme and assessments (RPA)</li> <li>▪ Frive to improve oracy skills (EFR)</li> <li>▪ GL assessments - reading age test bi annually</li> <li>▪ Relevant PP funded maths intervention programmes (RCL)</li> <li>▪ Nurture group provision extended to year 7 and 8</li>   <li>▪ In –school and external assessments for all subjects and all year groups show that more PP pupils are on/above expected progress and less PP pupils are below/concern expected progress at each Progress check.</li> <li>▪ QA T&amp;L reports to show that teaching in all subjects is at least 85% effective or highly effective</li> </ul>

- Targeted questioning – 3:1 ratio

1d) Improved rates for progress for all pupils, particularly disadvantaged pupils across KS3 and KS4 in all subject areas

- i) **All subject areas** to consider and plan for underachieving groups of pupils, particularly those eligible for PP
- ii) **All HAPs**, particularly those eligible for PP are in receipt of lessons that stretch and challenge them
- iii) **All subject areas** to consider and plan for underachieving boys, particularly those eligible for PP
- iv) **All subject areas** to consider and plan for SEN pupils, particularly those eligible for PP

1f) Directors of Achievement to use a more robust system to identify when pupils fall in the Concern category across subjects

- QA Book looks to show marking and feedback is leading to progress and improved outcomes
- All PP students make progress in line with non-PP students, the gap between PP and Non-PP students narrows in subject areas (HoDs GCSE analysis 2018 V 2019)
- Higher Attaining PP pupils make significantly more progress than other pupils and the same progress as all HAPs, in school and nationally. (evidence through outcomes analysis ZJO)
- All subject areas access PP funding through the bid system to support department specific PP focus (evidenced through bids and funding tracking - ZJO)
- Improved teaching and learning ensures that all students receive quality first teaching through all subject areas (measured through QA T & L reports – NWA/SBR)
- All subject areas focus aspects of department improvement on provision for disadvantaged students (evidenced through SEF – NWA/SBR)
- All department reviews focus on the provision and progress of disadvantaged students (evidence through QA activity)
- School CPL programme supports a focus on school specific vulnerable groups through twilight sessions, MLD programme, HoDs forums and Teachmeets. (NWA/JHS/NCA)
  
- DoAs trained to use DAPA to identify pupils underachieving across a range of subjects
- PP pupils receive intervention at an earlier stage than non PP pupils – when they are in the below category as opposed to the Concern category (between  $-0.5 < B < -0.1$  NA points)
- DoA's to hold 1:1 meetings with pupil and parents at each PC for pupils in concern category

		<ul style="list-style-type: none"> <li>▪ DoA to monitor and track interventions to share and embed good practice.</li> </ul>
2	<p><b>All students, particularly disadvantaged pupils</b> are engaged with learning and a wider range of enrichment opportunities and have high aspirations for themselves and those around them.</p> <p>All Parents are more engaged through a range of activity in supporting children's learning</p>	<ul style="list-style-type: none"> <li>▪ Increased attendance to whole school events including Achievement evenings, open evenings etc</li> <li>▪ Increased attendance at Higher Education events / career events</li> <li>▪ A significant declining trend in reported negative behaviour and exclusions (evidence using behavior and attendance systems through Pars - CFI)</li> <li>• Student voice shows increasing positive attitudes to school and self. (evidence through department review student voice, PASS, department specific student voice and surveys)</li> <li>• Enrichment opportunities are well-attended by PP pupils (Evidenced by registers, evaluated by ABR)</li> <li>• Evidenced through parental feedback and attendance registers</li> <li>• Hard to reach parents – home visits, working with families to remove barriers to learning.</li> </ul>
3	<p><b>Increased attendance rates and lower exclusion rates for all pupils, particularly those from disadvantaged backgrounds</b></p>	<ul style="list-style-type: none"> <li>▪ Overall attendance for all pupils, particularly those eligible for PP improves from 92.9% to 95% (evidenced through attendance data CFI)</li> <li>▪ Exclusion rates decrease for all pupils, particularly those eligible for PP (CFI)</li> <li>▪ PP pupils' progress and engagement with school improves over time as evidenced through student feedback</li> <li>▪ Views from parents of disadvantaged pupils are surveyed and responded to – 80% of parents to be 'happy' with the school's provision for their child (school survey CFI)</li> <li>▪ Evaluations from all parents' evenings are 85% positive.</li> </ul>

Intended outcome	Approach/strategy	Rationale	Staff lead	Estimated cost
<b>Improve outcomes for all pupils in core subjects</b>	Specialist teachers appointed in Business Studies, Health and Social care, Childcare, Geography, Drama (Open baskets) and Science (EBACC). Lead teacher appointed in Mathematics.	To ensure quality first teaching for all pupils, particularly those from disadvantaged backgrounds.	ASE/NWA	£100000
<b>Improve reading ages for all pupils BUT particularly in Year 7 and 8, ensure all pupils make good progress in literacy in Years 7 and 8</b>		To ensure a high quality literacy across the curriculum plan which supports staff with the explicit teaching of literacy and provides high quality literacy CPL for all staff in order to impact upon the reading ages of <b>all pupils, particularly those from disadvantaged backgrounds</b>	EFR	
	Accelerated reader programme –all pupils read for 20 mins per day (100 mins per week) through selected personalized texts in KS3. Quizzing takes place during tutor time fortnightly.	An intervention to support reading at all levels. AR enables students to choose the most appropriate reading books at their reading age level.	EFR	Paid for 3 years (up until 2019)
	The LIT Programme from the Hackney Learning Trust – used in English lessons in Year 7 and 8 for nurture group	A whole class literacy intervention originally funded through EEF which includes meta-cognitive aspects of reciprocal teaching and is linked to the new English curriculum in terms of skills and depth.	RPA/JHS	
	Lexia – Pupils in Year 7 and 8 who have a reading age below 9 years participate during tutor time. 3 sessions focused on reading in class	Literacy intervention delivered by HLTA's in form time for targeted pupils (Dyslexia).	EFR/JHS	£4200

	for 20 mins and 2 independent sessions per week.			
<b>All subject areas to consider and plan for underachieving groups of pupils, particularly those eligible for PP</b>	All departments to bid for PP funding to focus on a T&L curriculum aspect or engagement / enrichment focus to support <b>all pupils, particularly disadvantaged pupils</b> either across the curriculum or from a specific year group.	To ensure that all teachers are involved in and accountable for the progress of <b>all pupils, particularly disadvantaged pupils</b> in their classrooms and subject areas. This gives teachers the chance to be more creative in terms of their approach to T&L and enrichment.	ZJO	£8000
	KS4 GCSE Intervention classes /resources in core subjects (through PP curriculum bids)	To provide additional support / resource and experience in preparation for upcoming examinations, to ensure <b>all GCSE pupils are well-prepared for GCSE examinations in all subject areas.</b>	ZJO	Incorporated in above curriculum bids.
	Raising the grade conference –English Maths, Science	Conferences delivered by specialist teachers in the LEA to selected pupils at Nottingham Trent University.	JHS/RCL/KCO	£900
<b>All year 11 PP pupils who are underachieving receive Assertive mentoring</b>	Pupils identified as underachieving at Progress Check 1 assigned a mentor who will work with the pupil and parents to ensure they achieve set targets based on progress and including attitude to learning targets	Each Mentor and Mentee will be given: <ul style="list-style-type: none"> <li>- Target for each subject</li> <li>- ATL target</li> <li>- Attendance target</li> </ul> When a mentor and mentee meet their target a reward will be given to both. <b>Mentors will be Non teaching staff.</b>	ZJO / ARA / RST	Maximum £4800
<b>Intended outcome</b>	<b>Approach/strategy</b>	<b>Rationale</b>	<b>Staff lead</b>	<b>Estimated cost</b>
<b>Increase rate of engagement in extracurricular school activity</b>	Enrichment programme established across the school	<b>To ensure that all students, particularly disadvantaged pupils</b> have access to a wide range of extra-curricular activities which could	ABR	£7000

		include trips / cultural visits/ clubs and memorable experiences that are fun and enjoyable.		
<b>Increase access and opportunity to experience higher education</b>	NTU / Nottingham university Widening participation programme of assemblies and visits embedded into each year group	To ensure all pupils, particularly those from a disadvantaged background are fully informed of opportunities in Higher education. These will include: <ul style="list-style-type: none"> <li>- Next step assemblies (Yr 7-11)</li> <li>- Year 9 Pepper programme – mindfulness and well being</li> <li>- Year 10 Nottingham university trip aimed at boys (Nov) and girls (Jan)</li> <li>- NTU Summer residential (HAP PP's Year 9-12)</li> </ul>	ZJO / KCO/HoY	Travel costs - £1000 Staff residential costs - £1000
	Careers programme and external Careers Adviser support <b>all pupils, particularly those from disadvantaged backgrounds.</b>	To ensure all pupils receive high quality careers advice and guidance to ensure opportunity of access, fairer society and improve social mobility.	JWE/DPA	£5000
<b>Parents / carers are more engaged, through a range of activity, in supporting children's learning</b>	Pastoral Non teaching staff / Cover supervisors to act as Assertive mentors	A holistic approach to family learning, using internal pastoral lead to monitor and track parental engagement in school and to pay home visits to hard to reach parents – supported by DoA's alongside weekly meetings with pupils. Reward / incentive scheme attached to Mentees and mentors	ARA/LNE/STA/ BWE / MMC/ RWI	£3000
	Additional contribution to hardship fund.	To ensure that parents / carers of <b>all pupils, particularly those from disadvantaged backgrounds</b>	LNE / STA / ARA	£500

		have access to additional funding to support pupils' emotional and social well-being.		
<b>Intended outcome</b>	<b>Approach/strategy</b>	<b>Rationale</b>	<b>Staff lead</b>	<b>Estimated cost</b>
<b>Increased attendance rates for pupils eligible for PP</b>	<p>PP funding to support whole school behaviour and attendance trips and rewards.</p> <p>Bespoke attendance and behaviour project (boys focus)</p> <p>Breakfast clubs for targeted students in every year group</p> <p>Student travel – support travel to/from school. Support attendance on Course based trips</p>	<p>Attendance rewards supported by PP funding to improve attendance for all pupils particularly those from disadvantaged backgrounds.</p> <p>Attendance data to identify PP students who have either poor attendance or issues with punctuality – funding used to engage disadvantaged pupils with low attendance.</p> <p>Focused breakfast clubs to encourage students to be in school and on time every day.</p> <p>Ensure barriers to attendance to school and or school trips are minimised</p>	CFI / ZJO / HoDs	£7000
	A coordinated multi-agency approach for identified pupils, including access to Children's Services and the Health Related Education Team	A personalised approach for our most vulnerable pupils including Access to Anger Management, Counselling Services, Behaviour Management Services	GWI / LNE	£5800
			<b>Total estimated spend</b>	<b>£148200</b>