

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Newark Academy
Number of pupils in school	1155 total 1056 (ex. NA6)
Proportion (%) of pupil premium eligible pupils	27.46%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023/24 – 2026/27
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Inma Pena
Pupil premium lead	Rebecca Clarke
Governor / Trustee lead	Elaine Rossell

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£259, 229
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£259, 229

## Part A: Pupil premium strategy plan

### Statement of intent

*From our Academy Intent– “We are passionately committed to providing the highest standard of education **all children in our community deserve**” - This is especially important for our most disadvantaged students who often face additional barriers to learning.*

*The intent of our disadvantaged pupils’ strategy is to ensure equality for **all** disadvantaged students, to ensure that they have a greater chance of success in life and support the ongoing goal for better social mobility in our community. Through our unashamedly high expectations of all students, irrespective of background or label, we have the highest ambitions for all to achieve their best. We endeavour to create a culture of collective responsibility for our students, from our Governors, SLT, Middle Leaders, Pastoral team, Support staff, Teachers and Crew Leaders. All staff are committed to ensuring equality of opportunity and removing any barriers to our students’ progress.*

*Our Academy is located in an area where social mobility is in the lowest 20% in the country (Newark and Sherwood is ranked 12<sup>th</sup> lowest in the country). As a result, a large proportion of our students join our Academy from a lower socio-economic background, presenting challenges around prior learning, language and aspirations. Despite this we take a learning, not a label, led approach.*

*Our students are not at risk of underachieving because they are ‘Pupil premium’ or any other label, but because of the recognised impacts of lower socio economics in our community and the disadvantage this can potentially have on their learning over time. We believe this needs to be a long-term strategy, not a quick fix.*

*Our strategy is rooted in assessment, not assumptions of our students. Evidence and experiences have proven the importance and impact of exposing all students – and especially our PP students – to the highest quality teaching in a positive learning environment. Therefore, investment in our staff is at heart of everything we do at Newark Academy. We have a dedicated Quality of Education team who provide high quality, bespoke CPL opportunities; a culture where research driven best practices is shared; an open-door policy and a culture of self-improvement. We endeavour to make sure all staff at Newark Academy are constantly improving their professional practices.*

*At Newark Academy our approach is responsive to the specific challenges of our students’ individual needs, centred in a clear focus on ‘getting to know our students’ not generic labelling of disadvantaged students or assumptions based on a classification. We constantly reflect on our approach and strategies , evaluating them to measure impact and effectiveness and use the most up to date internal and external research and evidence we can.*

*Securing a whole Academy collective buy-in and commitment to addressing disadvantages in our learners and the impact it can have on their learning is a crucial part of our plan, with frequent updates and reviews.*

*Our approach will focus on*

- *High quality teaching and learning within a challenging and inclusive curriculum*
- *Early, appropriate and bespoke academic interventions based on assessment of need*
- *Wider approaches to improve engagement, attendance and attitude to learning*

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Attendance to school
2	Academic success
3	Behaviour in school
4	Literacy, particularly reading
5	Engagement in learning, including independent learning
6	Parental support and engagement

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
1- Increase attendance of PP students so it is in line with non- PP students, both locally and nationally.	Attendance of PP students is close to or increasing rapidly towards that of non-PP students.
1- Parents of PP students feel supported by the school and work with the school to raise student attendance. Increased attendance communication through adopting a tiered support approach.	Attendance of PP students is above the national average.
2- To continue to develop ambitious curriculums and deliver high-quality teaching and learning across the Academy by investing in and implementing bespoke evidence-based CPL to ensure that the progress PP students make is in line with non-PP students both locally and nationally.	P8 score of PP students is close to or increasing rapidly towards non-PP students.
2- Broadening of an ambitious curriculum for all students.	An increased number of Pupil Premium students complete the EBacc qualification.
3- All staff and stakeholders to support and have a raised awareness and understanding of our behaviour system, PP strategy and our intent around collective responsibility for students' progress. In turn, this will improve both ATL scores and positive vs negative points behaviour events.	ATL of PP students is close to or increasing rapidly towards non-PP students.
3 – To provide uniform and equipment for PP students when required.	All PP students are able to present themselves to a high standard and engage in learning with no equipment barriers.
4 - To teach reading explicitly on a daily basis to all students including PP students. (CREW programme and within lessons)	Reading ages of PP students is close to or increasing rapidly towards non-PP students.
5 – To provide additional opportunities for PP students to take part in clubs/trips.	The number of PP students participating in extracurricular clubs and activities increases.
5 – All PP students have the necessary facilities and resources to fully access independent learning	PP students to engage in line with non-PP students in the completion of all independent learning on the new online platform Satchel One.
5 To ensure PP students use SPARX Maths to complete weekly maths independent learning.	Completion of SPARX independent learning for PP students is close to or increasing rapidly towards that of non- PP students.

5 - All PP students have support in attending high quality breakfast sessions/extended study.	Targeted PP students to attend extended study sessions as indicated by our tracking systems.
5 – To provide enrichment opportunities for all students including PP students.	PP students to attend enrichment opportunities at the same proportion as non-PP students.
6 - Lack of awareness of PP support available and at times a reduction in at home resources to complete independent study. Therefore, the provision of IT resources audited for all PP students and resources sort to be shared with students in need of access at home.	Increased subject attainment for PP students in line with non-pupil premium students.
6 – Increase the attendance of PP parental attendance at Academy Achievement Evenings.	To minimise the gap between PP and Non-PP parental attendance at Achievement evenings. Also build relationships with key parents that will therefore support the improvement of PP attendance and behaviour.
6 - To ensure all PP students have appropriate careers guidance and make appropriate Post 16 choices.	All KS4 students to secure a work experience placement in addition to increased cultural capital experiences that increase their aspiration. PP students secure their post 16 and 18 1st choice destinations. Therefore, no PP students will be classed as NEET.

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 239,229

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staffing in specialist areas	To ensure all areas of school (both teaching and non-teaching) are staffed by specialists. Also ensure class sizes are maintained at a level conducive to learning. Key subject areas such as Maths, English, Science, Social Sciences and Humanities all targeted as part of this. <b>EEF – “Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.”</b>	1, 2, 3, 4 and 6
<p>Bespoke CPL based on planning and pitching learning experiences that create ‘desirable difficulties’ for all. This incorporates the following key areas;</p> <ul style="list-style-type: none"> <li>- Cognitive Load</li> <li>- Metacognition</li> <li>- Strategic Scaffolds</li> <li>- Independent Learners</li> <li>- Pause Points</li> <li>- Powerful Connections</li> </ul>	<p>The CPL programmes is based upon <a href="https://www.eef.org.uk/effective-professional-development">Effective Professional Development   EEF (educationendowmentfoundation.org.uk)</a> ensuring it has key active ingredient and mechanisms to ensure its success.</p> <p>Therefore, Teachers must have a greater awareness of how the human brain works and students cognitive load.</p> <p><a href="https://www.eef.org.uk/cognitive-science-approaches-in-the-classroom">Cognitive science approaches in the classroom   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Teachers must provide students to be more independent and therefore improve students meta-cognitive and self-regulation skills - <a href="https://www.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p> <p>Challenging students to make powerful connections <a href="https://www.sec-ed.co.uk/best-practice/five-keys-to-learning-making-connections/">https://www.sec-ed.co.uk/best-practice/five-keys-to-learning-making-connections/</a> but also giving them enough time to do this.</p>	1, 2, 3, 4 and 6
Reading Strategy	There are three strands to our Academy Reading Strategy	2, 4 and 5

	<ol style="list-style-type: none"> <li>1. <b>Learning to Read</b> – following testing of all students, we firstly identify the weakest readers in each year group and then pinpoint their specific reading barriers. On average PP students are 4 months behind their peers in each year group. Our reading interventions include Switch On, phonics and deployment of reading buddies <a href="https://educationendowmentfoundation.org.uk">Phonics   EEF (educationendowmentfoundation.org.uk)</a></li> <li>2. <b>Reading to Learn</b> – we continue to uplift our curriculums and subjects’ source and utilise high quality texts in lessons. We place particular emphasis on teacher modelling and teacher guided reading approaches to reading with whole classes, through a ‘before, during and after’ reading strategy. Research shows that 15 minutes reading per day makes exponential gains in their literacy abilities <a href="https://literacytrust.org.uk/">https://literacytrust.org.uk/</a></li> <li>3. <b>Reading for Pleasure</b> – Reading features heavily in our Crew programme and all students read full books or texts. DEAR (Drop Everything and Read) Days that support our PD and subject curriculums occur at least once a half term. <a href="https://educationendowmentfoundation.org.uk">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a></li> </ol>	
Oracy Strategy	<p>Oracy is woven into all of our curriculums and students are encouraged to SHAPE and then RE-SHAPE their answers using tier 2 and tier 3 vocabulary.</p> <p>Literacy features heavily in our whole school CPL programme, with teachers and SEND specialists accessing a bespoke programme to ensure both our reading and oracy strategy is embedded.</p> <p><a href="https://educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	2, 4 and 5
Access to enriched knowledge and cultural capital within the curriculum.	<p>We strive to ensure all our students fully immerse themselves in school life, both inside and outside the classroom. We want them to become confident and independent members of society and therefore want them to experience activities that stretch them beyond the routines of school learning and improve their cultural capital.</p>	2, 3 and 5

ECT Support	At Newark Academy we have 18% of teachers which are ECT's. ECT's are intensively supported in both their quality of teaching and embedding clear classroom routines in line with the school policy. <a href="#">10 Things We Learned From Early Career Teachers   Ambition Institute</a>	2, 3, 4 and 5
Rigorous QA system which combines both learning walks and deep dives which is always triangulated with book looks and student voice.	All of our Quality Assurance processes have a spotlight on PP students to ensure they are always accessing the highest level of teaching. <a href="#">1. High-quality teaching   EEF (educationendowmentfoundation.org.uk)</a>	

### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 7,211.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Year 11 'Breakfast 'Study' programme	To provide additional support from specialist staff for students (PP and non-PP) prior to school starting. Both academic and pastoral support offered. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</a>	1, 2, 3 and 5
A Maths and English tutor/mentor to provide 1-2-1 tutoring.	Two academic tutors (Maths and English) employed by the school who will provide bespoke 1-1 and small group tutoring to targeted pupil premium students. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a>	1, 2, 3 and 5
'YipiYap' English tutor/mentor for 4 days per week.	An academic tutor employed via an external company (Yipiyap) who will provide bespoke 1-1 and small group tutoring to targeted pupil premium students in English. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a>	1, 2, 3 and 5



'Open Basket' tutor/mentor for 3 days a week.	An academic tutor employed by the school who will provide bespoke 1-1 and small group tutoring to targeted pupil premium students in open basket subjects such as Sport, Engineering and Health and Social Care. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a>	1, 2, 3 and 5
Purchase of revision books for PP students where needed	Ensuring all students access to course materials to support in curriculum areas. Additional revision and vocab books to help students with independent learning <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</a>	1, 2, 3 and 6
My Tutor	Supporting a variety of students (HAP/Alternative Provision and crossover) to ensure they are being provided with specialist support <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a>	2
Introduction of a new online Learning Platform (SACHEL ONE)	To ensure the successful completion of independent learning students have had CPL on the benefits and there are computer rooms open to student's afterschool Monday to Thursday and the Library open at lunch so there are no barriers to access. <a href="#">Homework   EEF (educationendowmentfoundation.org.uk)</a>	2 and 5

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £12,788.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increased communication with parents, through weekly letters from the head and clearer information on the website.	Communication is vital in getting both students and students on board. <a href="#">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a>	1 and 6
A newly appointed behaviour Mentor to work with our most challenging PP students.	<a href="#">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>	3

Active Listening	<p>Providing emotional support for identified students to support in their wellbeing, attendance and attitude to learning</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	2, 3 and 5
Careers interviews	<p>All KS4 students provided with a careers interviews to support with post 16 pathways and ensure they are well supported in gaining their first-choice destination.</p> <p><a href="#">Aspiration interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	1, 2, 3 and 5
Financial support for PP students to attend any school trips or enrichment opportunities.	<p>PP students offered either free tickets/subsidised tickets for enrichment opportunities such as trips to the theatre to see a live play. This supports academic progress as learned text and helps build additional cultural capital through new experience.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p>	2, 3 and 5
Summer School	<p>The Summer School is to enable our PP students' opportunities for social mobility, to engage with potential hobbies and wellbeing opportunities and to grow friendship through team work and accountability.</p> <p><a href="#">Summer schools   EEF (educationendowmentfoundation.org.uk)</a></p>	3 and 5
Music - Individuals and/or small based tuition package from Inspire	<p>Ensuring all PP students who wish to learn a musical instrument have the opportunity.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p>	2, 3 and 5
Cooking ingredients	<p>PP students provided with cooking ingredients when required to support in participation and ensure there are no barriers to learning.</p>	1, 2, 3 and 5
Stationary and equipment	<p>PP students provided with equipment where needed to ensure no barriers to learning in lessons and ensure there are no barriers to learning.</p>	1, 2, 3 and 5

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

#### **Target 1 = Improve the achievement outcomes of all PP students**

We are extremely proud of our Academy outcomes this past year and some fantastic results were achieved by both Year 11 and Year 13. The Academy achieved an overall P8 result of +0.33; the P8 result for PP students was -0.11. We are extremely proud of the outcomes at GCSE for our Year 11 PP students.

Quality first teaching remains the best method to reducing any attainment gaps and removing barriers. The Academy CPD programme focuses on key areas such as recall and retrieval, modelling and scaffolding and questioning have had clear gains in our outcomes. Our QA processes are noting these as developing strengths in teaching and learning.

On evaluation the Year 11 study breakfasts saw fantastic engagement and impact on key identified students. Moving forward we are exploring ways to increase the number of PP students attending these interventions. Our student voice also supports the impact of this.

The one-to-one intervention strategies delivered during the year also yielded positive results. Quick identification of students in need of further support in English and/or Maths has helped reduce any gaps in learning.

#### **Target 2 = Improved engagement in all aspects of school life and well being**

Our PD curriculum and interventions on mental health and well-being are helping intervene with a number of our PP students but overall this target remains an area of development.

Overall school attendance last academic year was 92.7% vs a PP attendance rate of 88.6%

Analysing each year group separately has shown that the bigger gap between attendance of non-PP and PP students is at Key Stage 4 and this information will shape our strategy for 2023-2024. A new attendance officer has been appointed and this is a larger focus for their work this year.

Attitude to Learning (ATL) scores across the Academy improved as the year progressed but again there is a gap between PP and non-PP. Our focus on character education and PD curriculum is helping to address some of these issues and will continue to be monitored. Our goal of raising all staff, students, governors and our community awareness of this issue continues

The impact of our work on careers in the school on PP students is clear with these students gaining their first-choice post 16 destination. Moving forward, we will continue to ensure all PP students are provided with a careers interview and support.

**Target 3 = Improved experiences through a challenging, wide and ambitious curriculum**

We are extremely proud of the hard work curriculum leaders and teachers have put into our curriculum design (please see the curriculum section of the Academy website [Curriculum | Newark Academy](#)) Our QA process is recognising excellent practice across the Academy and we are now the number 1 school of choice in our community, and oversubscribed at Year 7. Curriculum development is an ongoing goal with constant reflections and improvements occurring to ensure all students at Newark Academy are exposed to a challenging and ambitious curriculum no matter their background.

**Target 4 = Improved enrichment opportunities and engagement in PP students**

Post-Covid the school continues to work to re-establish and further develop our enrichment opportunities and ensure all PP students have access. For example, all students that want music lessons have been provided with these, cooking ingredients have been bought for those that have needed it and PP students have had a wide range of trips funded for them. Moving forward we are continually looking at ways to support PP student’s engagement in enrichment with DofE and afterschool clubs.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
1:1 tuition	MyTutor
1:1 tuition	First Class Tutoring
1:1 tuition	Yippiyap
Counselling	'lets talk'

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A

What was the impact of that spending on service pupil premium eligible pupils?	N/A
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