

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	1154 total 1077 (ex. NA6)
Proportion (%) of pupil premium eligible pupils	29.43%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/24 – 2026/27
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Inma Pena
Pupil premium lead	Rebecca Clarke
Governor / Trustee lead	Christine Wright

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£281, 400
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£281, 400

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 12th 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.	A8 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.	Diminish the gap between PP and non-PP student's percentage of positive to negative points
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 – 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: £ 174, 208.90

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staffing in specialist areas £86,186.45	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. 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.”	1, 2, 3, 4 and 6
PP Leads in each department £8,298.65	There is a designated PP lead in each department who tracks and monitors PP students progress and achievement. They are given time to keep up to date in the latest research and initiatives. Thus, implementing a department specific strategy to raise aspirations, ATL, achievement of PP students.	1, 2, 3, 4 and 6
A broad and bespoke CPL programme that responds to needs of children and expertise of staff to ensure the needs of all learners are met. £65, 473.80	The internal CPL programmes is based upon Effective Professional Development EEF (educationendowmentfoundation.org.uk) ensuring it has key active ingredient and mechanisms to ensure its success. Therefore, teachers must have a greater awareness of how the human brain works and students cognitive load. Cognitive science approaches in the classroom EEF (educationendowmentfoundation.org.uk) Teachers must provide students to be more independent and therefore improve students meta-cognitive and self-regulation skills - https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	1, 2, 3, 4 and 6

	<p>Challenging students to make powerful connections https://www.sec-ed.co.uk/best-practice/five-keys-to-learning-making-connections/ but also giving them enough time to do this.</p> <p>While we promote and encourage opportunities for external CPL such as;</p> <ul style="list-style-type: none"> - Exam board training - National College Membership - NPQ's - Health and safety - SEN 	
<p>Whole School Reading Strategy</p> <p>£1000</p>	<p>There are three strands to our Academy Reading Strategy</p> <ol style="list-style-type: none"> 1. Learning to Read – 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 Phonics EEF (educationendowmentfoundation.org.uk) 2. Reading to Learn – 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 (https://literacytrust.org.uk/) 3. Reading for Pleasure – 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. Reading comprehension strategies EEF (educationendowmentfoundation.org.uk) 	2, 4 and 5
<p>Access to enriched knowledge and cultural capital within the curriculum.</p>	<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</p>	2, 3 and 5

£8000	stretch them beyond the routines of school learning and improve their cultural capital.	
ECT Support £2500	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. 10 Things We Learned From Early Career Teachers Ambition Institute	2, 3, 4 and 5
Rigorous QA system which combines both learning walks and deep dives. £2750	All of our Quality Assurance processes have a spotlight on PP students to ensure they are always accessing the highest level of teaching. 1. High-quality teaching EEF (educationendowmentfoundation.org.uk)	

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

Budgeted cost: £ 57, 853.60

Activity	Evidence that supports this approach	Challenge number(s) addressed
Year 11 'Breakfast 'Study' programme £7800	To provide additional support from specialist staff for students (PP and non-PP) prior to school starting. Both academic and pastoral support offered. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time	1, 2, 3 and 5
A Maths and English tutor/mentor to provide 1-2-1 tutoring. £20, 500	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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	1, 2, 3 and 5
'Open Basket' tutor/mentor for 2 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.	1, 2, 3 and 5

£15, 090	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	
Oracy Strategy £1954	<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>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>A focus this year is collaboration and increasing purposeful turn and talk and talk opportunities in the classroom.</p> <p>Collaborative learning approaches EEF (educationendowmentfoundation.org.uk)</p>	2, 4 and 5
Reading Interventions £8846	<p>Small group intervention at Newark Academy is for KS3 students who are <u>significantly</u> under the expected reading levels. These groups focus on three key aspects of reading: phonics, comprehension and fluency.</p> <p>Phonics EEF (educationendowmentfoundation.org.uk) Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p> <p>Lexia reading intervention is for targeted groups of students in both KS3 and KS4 who are under the expected reading levels. Lexia is an online programme which supports the development of students reading in three areas: word study, grammar and comprehension.</p> <p>"Lexia's efficacy research has been published many times in peer-reviewed scientific journals and recently has been the subject of a successful Education Endowment Foundation (EEF) study. In short, Lexia has been proven to accelerate literacy skills development - particularly with disadvantaged students, and is rated as a low-cost solution." - Lexia UK.</p>	2, 4 and 5
Purchase of revision books for PP students where needed £756.40	<p>Ensuring all students access to course materials to support in curriculum areas. Additional revision and vocab books to help students with independent learning</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p>	1, 2, 3 and 6
Online Learning Platform (SACHEL ONE) £2907.20	<p>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.</p> <p>Homework EEF (educationendowmentfoundation.org.uk)</p>	2 and 5

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

Budgeted cost: £49,337.50

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. £2000	Communication is vital in getting both students and students on board. Parental engagement EEF (educationendowmentfoundation.org.uk)	1 and 6
Attendance Intervention Scheme £1000	A three weekly attendance monitoring group, where students are supported to understand the correlation between attendance and achievement and therefore supporting their aspirations. Aspiration interventions EEF (educationendowmentfoundation.org.uk)	1 and 6
A behaviour mentor to work with our most challenging PP students. £15313.50	Behaviour interventions EEF (educationendowmentfoundation.org.uk) Identified students are also enrolled on Commando Joes.	3
Active Listening £17,220	Providing emotional support for identified students to support in their wellbeing, attendance and attitude to learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	2, 3 and 5
Careers interviews £1200	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. Aspiration interventions EEF (educationendowmentfoundation.org.uk)	1, 2, 3 and 5
Financial support for PP students to attend any school trips or	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	2, 3 and 5

enrichment opportunities. £4254	text and helps build additional cultural capital through new experience. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	
Music - Individuals and/or small based tuition package from Inspire £7200	Ensuring all PP students who wish to learn a musical instrument have the opportunity. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	2, 3 and 5
Calculators £650	All PP students are provided with a calculator when they start in year 7. This is to ensure there are no barriers to independent learning and their engagement with enriched opportunities.	1, 2, 3 and 5
Stationary and equipment £500	PP students provided with equipment where needed to ensure no barriers to learning in lessons and ensure there are no barriers to learning.	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 2023 to 2024 academic year.

Priority 1 - Attendance to school

23/24	Whole School	Year 7	Year 8	Year 9	Year 10	Year 11
All (National)	90.8%	93.0%	91.3%	90.3%	89.8%	89.2%
All (Newark)	91.4%	94.4%	91.1%	90.1%	90.1%	91.0%
Difference	+0.6%	+1.4%	-0.2%	-0.2%	+0.3%	+1.8%
PP (National)	85.4%	89.0%	86.2%	84.5%	83.3%	82.8%
PP (Newark)	84.4%	90.7%	87.3%	79.9%	80.6%	81.4%
Difference	-1.0%	+1.7%	+1.0%	-4.6%	-2.7%	-1.4%

As seen above we are above national for attendance in year 7, 8 and 9. The gap between PP student's attendance and all students is 0.6%, while in the previous academic year (2022-2024) it was 4% with PP students having an attendance of 87.9%. Therefore, PP attendance has improved over time as well as the gap diminishing rapidly.

Priority 2- Academic success

PP students achieved a P8 score of -0.27 compared with all students who achieved a P8 score of +0.40. (provisionally)

The attainment 8 of PP students has increased from 33.60 (22/23) to 37.25 (23/24).

Below is the percentage of PP students who achieved a 4, 5, and 7+ in both English in Maths at GCSE.

23/24	4+ in English and Maths	5+ in English and Maths	7+ in English and Maths
PP Students at Newark Academy	49%	26%	7%
Difference from last year	+6%	+6%	+3%
National	TBC	TBC	TBC

PP students entering and securing achievement in the Ebacc qualification was 14.5%.

Priority 3 - Behaviour in school

	2022/2023	2023/2024	Difference from previous year
	Percentage of Positives/ Negatives	Percentage of Positives/ Negatives	
All	94.9%/5.1%	96.3%/3.7%	1.4%
PP	90.8%/9.2%	93.6%/6.4%	2.8%

Even though expectations are at an all-time high at Newark Academy, PP students are rising to the challenge and the gap between the difference of positive to negative points has decreased from 4.1% to 2.7%.

Priority 4 - Literacy, particularly reading

Year 7 PP students reading ages went from an average age of 10 years 11 months to 11 years 9 months at the end of the year. Therefore, they made 10 months progress in 7 months, diminishing the gap between their non-PP peers.

Priority 5 - Engagement in learning, including independent learning

We have worked tirelessly with our PP students to engage them in learning, especially taking this outside of the academy. Below is the percentage of PP students who are actively engaging and completing all independent learning.

	Year 7	Year 8	Year 9	Year 10	Year 11
October	79%	74%	66%	64%	69%
May	84%	75%	70%	77%	81%

Priority 6 - Parental support and engagement

Parental engagement is improving over time. Our current year 11 cohort had 41% of PP parents/carers attending achievement evenings in year 9 to 54% in year 10. This has improved massively in year 11, where 65% of PP families came to support their child and practice revision strategies they could support at home with.

In year 10 99.5% of students secured work experience placements. And all PP students secure suitable post 16 and post 18 destinations, therefore 0 NEET in both year groups.

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