

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	1097
Proportion (%) of pupil premium eligible pupils	22.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 – 2024/25
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Chris Fisher, Head of School
Pupil premium lead	Ben Nelson, ASL
Governor / Trustee lead	Martin Booth

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ £216,817.22
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	£216,817.22

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 challenges.*

*The intent of our disadvantaged pupils’ strategy is to ensure equality for **all** disadvantaged pupils 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 making positive changes in our students lives.*

Our Academy is located in an area where social mobility is in the lowest 20% in the country (Newark and Sherwood 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 led approach, 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 generates on their learning over time. This is a long-term strategy, not a quick fix.

Our strategy is entrenched in assessment, not assumptions of our students. Evidence and experiences show the most important and impactful area we can provide this for our PP students (and all our students) is in ensuring every student is exposed to the highest quality teaching in positive learning environments and so investment in our staff is at heart of everything in our school. With a dedicated Teaching and Learning team providing high quality, bespoke CPL opportunities, research driven best practices 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 practices.

At the Newark Academy our approach will be 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. Our approach will be constantly reflected on and evaluated to measure impact and effectiveness and use the most up to date 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 interleaved approach will focus on

- *High quality teaching and learning with 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	<p>Academic progress</p> <p>Progress - PPs students typically have lower KS2 results and engagement with school and so struggle to 'catch up'. Higher % of PP in lower settings as a result. The evidence below shows the KS2 scores for PP vs Non-PP</p> <p>Average PP scores vs Non-PP (KS2 English and Maths Averages for 2021/22 current years 9, 10 and 11)</p> <p><u>Current Year 9</u> PP = 100.6 - Non-PP = 103.4</p> <p><u>Current Year 10</u> PP = 99.25 - Non-PP = 103.5</p> <p><u>Current Year 11</u> PP = 99.4 - Non-PP = 102</p> <p>This is also seen in reading ages with our current Year 7 cohort (2021/22)</p> <p>33% of PP students in Year 7 (2021/22 cohort) have a reading age below 10 years</p> <p>Last year (2020/21) KS4 outcomes PP students progress was below that of the Non-PP students PP Student P8 score = -0.69 vs cohort average of +0.28 This was even more marked in our PP Males (P8 = -1.13)</p>

2	<p>Aspirations and engagement - PP student's engagement in lessons is often reduced due to lack of desire to explore post 16 aspirations. PP students often lack role models for success and so aspirations are again hindered</p> <p>Engagement in lessons can be impeded through lack of cultural capital compared to peers or material factors such as correct equipment</p> <p>Low aspirations and engagement can lead to off task behaviours, disruption of learning, negative relationships formed with staff and anti-school sub cultures formed</p> <table border="1" data-bbox="363 506 1147 875"> <thead> <tr> <th>Group</th> <th>Attendance average</th> </tr> </thead> <tbody> <tr> <td>Overall</td> <td>92.3%</td> </tr> <tr> <td>Male</td> <td>92.3%</td> </tr> <tr> <td>Female</td> <td>92.2%</td> </tr> <tr> <td>PP</td> <td>88%</td> </tr> </tbody> </table> <p>At our first ATL collection point (October 2021)</p> <table border="1" data-bbox="363 983 1075 1238"> <thead> <tr> <th>Year Group</th> <th>PP ATL</th> <th>NON-PP ATL</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>1.92</td> <td>1.83</td> </tr> <tr> <td>8</td> <td>1.98</td> <td>1.81</td> </tr> <tr> <td>9</td> <td>1.84</td> <td>1.72</td> </tr> <tr> <td>10</td> <td>1.93</td> <td>1.83</td> </tr> <tr> <td>11</td> <td>1.80</td> <td>1.67</td> </tr> </tbody> </table> <p>This is also seen in our attendance data – below is the averages across the school for the 1st ½ term</p> <p>This is supported by historic data</p>	Group	Attendance average	Overall	92.3%	Male	92.3%	Female	92.2%	PP	88%	Year Group	PP ATL	NON-PP ATL	7	1.92	1.83	8	1.98	1.81	9	1.84	1.72	10	1.93	1.83	11	1.80	1.67
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3	<p>Covid impact – “The gap in average attainment between those eligible for Pupil Premium and their peers continued to grow across the majority of year groups and subjects” (EEF report)</p> <p>Engagement with online learning throughout both lockdowns indicator that PP students were less likely to engage than Non-PP students. According to the DFE – “Pupils from disadvantaged backgrounds experienced higher levels of loss than their non-disadvantaged peers (1 month more learning loss in reading and 0.5 months more in mathematics compared to their non-disadvantaged peers)”</p>																												
4	<p>Parental support - might be limited due to own lack of confidence in ability to support. We have observed parental engagement with achievement evenings is lower in our PP student's vs Non-PP students.</p>																												

5	<p>Independent learning - We have observed a greater number of negative incidents for lack of homework in PP student's vs Non-PP students across all Key Stages</p> <p>Lack of engagement to homework and revision due to material deprivation, for example lack of equipment or space to complete work. Transport home from boosters/intervention might be an issue</p> <p>Current academic year to date shows average number of non-completed homework events in PP students VS Non-PP students</p> <p>PP = 0.44</p> <p>Overall average = 0.3</p>
6	<p>Self-regulation and metacognition - QE and learning walks observations indicate that many lower attaining students that are PP lack the appropriate metacognition strategies when undertaking more challenging tasks leading to less progress made at times. PP book looks and learning walks with specific PP focus support.</p>

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) Improve the KS4 progress outcomes of all PP students	<p>100% of PP students to make progress at the same rate or higher than their FFTD5</p> <p>PP student progress at KS4 is as high or higher than national averages at KS4</p> <p>Current Year 11 cohort (2021/22) FFTD5 target for PP students is a P8 score on 0.73</p> <p>15.6% of this cohort are to be entered for EBACC (higher than the year group average – 14.3%)</p>
2) Improved engagement in all aspects of school life and well being	<p>Ensure a collective buy-in from all stakeholders to commit to addressing disadvantages across the school. To improve</p> <ul style="list-style-type: none"> - ATL scores - Attendance - Positive vs negative celebration points. <p>Raised awareness of PP students and agenda across the school and with key stakeholders</p> <p>Increased ATL, PP students to achieve an average of 1.8 or lower</p> <p>Behaviour points, PP students to have a 97% or better positive to negative ratio</p> <p>Attendance to match that of Non-PP students – to beat school target of 96%</p> <p>Review of PP data at all data collection points to continue ongoing monitoring of this target</p>

	<p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p> <p>“Pupils needs, not labels, should drive strategy... assessment not assumptions, should drive activity” – (Addressing educational disadvantage in schools and colleges. The Essex Way, M, Rowland) Creation on PP profiles outlining specific academic and wider support with frequent reviews of progress Student voice to continue monitoring of support Appointment of ASL with PP focus</p>
<p>3) Improved experiences through a challenging, wide and ambitious curriculum</p>	<p>A whole school focus on curriculum design and implementation to ensure all students are exposed to highly ambitious and wide-ranging curriculums.</p> <p>Frequent curriculum reviews and dedicated department development time to collaborative planning.</p> <p>Ongoing bespoke CPL packages for all staff to improve recall and retrieval, modelling, questioning, oracy, scaffolding and support and assessment. To be seen in improved focus and outcomes in lessons through book looks and learning walks.</p> <p>Alongside this an improved and wide-ranging enrichment programme with a target to increase PP participation in enrichment attendance</p>
<p>4) Improved enrichment opportunities and engagement in PP students</p>	<p>Development of ASL role on improving student engagements in the Academy. A wider range of enrichment opportunities and supportive funding to help PP engagement in enrichment</p>

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: £ approximately £193,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Staffing in specialist areas</i>	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, Pastoral, 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 and 4
<i>Bespoke CPL programme targeting</i> <ul style="list-style-type: none"> - Recall and retrieval - Questioning - Modelling - Oracy - Scaffolding and support - assessment 	To improve all students by developing meta-cognitive and self-regulation skills - https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/meta-cognition-and-self-regulation And feedback - https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback This will involve ongoing teacher training and support from the Teaching and Learning team	1, 2, 3 and 4
<i>Communication strategy</i>	Built in communication lessons and communications whole school lead to improve the literacy, oracy and communication in KS3 students https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies alongside this in improving literacy in all subject areas following recommendations from the EEF - https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4	1, 2, 3 and 4

	<p>The NA6 reading buddy strategy with identified low ability reading ages in KS3 - https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring</p> <p>KS3 DEAR strategy to increase reading opportunities - research shows that 15 minutes reading per day makes exponential gains in their literacy abilities (https://literacytrust.org.uk/)</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ TBC

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Year 11 evening 1-1 tutoring programme</p> <p>2 x 10 week programmes</p>	<p><i>To provide students with the opportunity to seek additional support with problems such as social pressures, exam pressures, stress and anxiety that is affecting their health and wellbeing. It is really important that we are able to remove any barriers to learning, to enable them to put all efforts into the studies and ensure they are equipped to achieve their full potential.</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	1, 3 and 4
<p>Year 11 'Breakfast Study' programme – Staff overtime payments and refreshments.</p>	<p><i>To provide additional support from specialist staff for students (PP and non-PP) prior to school starting. Both academic and pastoral support offered.</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</p>	1, 2, 3 and 4
<p>'YipiYap' English tutor/mentor for 4 days per week.</p>	<p><i>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.</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	1, 2, 3 and 4
<p>Maths tutor/mentor for</p>	<p><i>An academic tutor employed by the school who will provide bespoke 1-1 and small group tutoring to targeted</i></p>	1, 2, 3 and 4

4 days per week.	pupil premium students in Maths. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	
'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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	1, 2, 3 and 4
Core subject revision materials	All Year 11 PP students provided with revision materials - Maths revision cards - English language revision book - Science revision books To ensure all Year 11 students have access to home learning materials and be able to work independently https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	1, 2, 3 and 4
Purchase of revision books for PP students in - Geography - Business - Hospitality and catering - Music - Health and social care - Drama - MFL	Ensuring all students access to course materials to support in curriculum areas. Additional revision and vocab books to help students with independent learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	1, 2, 3 and 4
First class tailored solutions 1 to 1 tutoring	Supporting students on AP to be provided with specialist support https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	1, 2 and 3

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

Budgeted cost: approximately £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p><i>Talk the Talk' oracy workshops</i></p>	<p><i>Develop student's self-confidence and oracy skills through a focused whole-day workshop led by an oracy based charity 'talk the talk'</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	<p>2, 3 and 4</p>
<p><i>Active Listening</i></p>	<p><i>Providing emotional support for identified students to support in their wellbeing, attendance and attitude to learning</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>2, 3 and 4</p>
<p><i>Financial support for PP students to attend theatre trip for GCSE subject – Macbeth and Blood Brothers</i></p>	<p><i>PP students offered free ticket for trip to the theatre to see a live play. Supports academic progress as learned text and helps build additional cultural capital through new experience</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	<p>1, 2 and 3</p>
<p><i>STEM - Trip to National Space centre in Leicester</i></p>	<p><i>As part of the new KS3 science curriculum pupils are exploring elements of the universe as part of their 'Big and Small' theme. This visit aims to bring an abstract concept to life as well as offering experiences beyond the local community for our pp pupils specifically.</i></p>	<p>1, 2, 3 and 4</p>
<p><i>STEM - Big Bang Fair at the NEC in Birmingham</i></p>	<p><i>To engage and encourage students to pursue a career in science and STEM</i></p>	<p>1, 2, 3 and 4</p>
<p><i>STEM - STEM and Medicine Programme</i></p>	<p><i>For students showing an interest in medicine careers – programme in gaining experience in these programmes to support future applications and career options in STEM.</i></p>	<p>1, 2, 3 and 4</p>
<p><i>SEND - Purchasing of books to support students in understanding their diagnosis</i></p>	<p><i>Often Students are given a diagnosis from the paediatrician and little other support. They have no understanding of what that means for them and how it will affect them for their future. These books will help them understand their diagnosis and engage more positively within school</i></p>	<p>1, 2, 3 and 4</p>
<p><i>SEND - Geodesic dome</i></p>	<p><i>The Geodesic dome will be built and maintained by our ASDAN students. Students will learn advanced carpentry skills and team skills including aspects of health & safety. It will also contribute to DOE. Students will use the dome to grow their own food and develop the understanding of gardening skills and techniques. They will maintain the dome and its contents all year round in lesson and afterschool sessions as well as looking after it over school holidays. Students will also</i></p>	<p>1, 2, 3 and 4</p>

	<i>be able to take part in scientific experiments and produce research and data that will be fed back to the Eden Project in Cornwall. Pupils will learn how to prepare and cook what they produce and will be to grow species of vegetables, plants, and flowers not ordinarily available in local shops</i>	
<i>Evening trip to Comos world Buffet or Feast India</i>	<p><i>“Comos” world buffet in Nottingham or “Feast India” Leicester.</i></p> <p><i>Feedback from student voice suggests that many students have never had the experience to taste, see or smell the range of cuisines offered. Many have not had the opportunity to dine in a restaurant or observe waiter service and buffet service styles.</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	3
<i>Music - Individuals and/or small based tuition package from Inspire</i>	<p><i>Ensuring all PP students who wish to learn a musical instrument have the opportunity</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	2, 3 and 4
<i>Subscription to MFL magazines</i>	<i>Increased engagement; students can do quizzes; surveys; read current articles about pop stars / sports personalities etc.</i>	1, 2 and 3
<i>Careers expo trip support</i>	<i>Funding for students to attend local careers expo to support in post 16 and 18 options and raise aspirations</i>	1, 2, 3 and 4
<i>Cooking ingredients</i>	<i>PP students provided with cooking ingredients when required to support in participation</i>	1, 2 and 3

Total budgeted cost: £ TBC

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 2020 to 2021 academic year.

The last 18 months have presented many challenges for all schools and our academy was no different. The disruptions and lost learning along with the emotional impact of Covid on our young people has been immeasurable.

This was especially challenging for our disadvantaged students and was noticeable in the final KS4 outcomes. Last years Year 11 cohort overall achieved a P8 score of 0.28 but our PP students came through at -0.69. There was a particular drop off in PP males at -1.13.

Despite this we feel there were some marked successes in our previous PP plan. These have been reflected on, reviewed and improved and so strategies such as our Year 11 breakfast boosters have been renewed but with an even stronger focus on support. The academy has continued to bolster the staffing in the school to ensure all students are exposed to the best quality teaching. PP funding was invested into post 16 careers to support opportunities for students across multiple year groups (predominantly Y11 and Y13) to experience 1-1 careers interviews. This strategy was particularly impactful as 100% of these students secured places in various post-16 and post-18 establishments. Use of tutoring programmes such as MyTutor and First Class Tutoring allowed students to improve their confidence in English, Maths and Science and student voice presented positive feedback from this.

The outcomes do suggest our journey is still going and as a result a new role in the school has been generated for an ASL to take a strategic overview of all PP progress across the academy. We have returned to the research and evidence review in planning our new approach and are confident to see continued improvement

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
counselling	'lets talk'
Oracy work shop	'talk the talk'
STEM	Exploring STEM for girls

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