

The strategy will focus on three aspects:

1. Achievement
2. Aspiration
3. Attendance

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

- PP pupils more likely to be permanently excluded or excluded for a fixed term than their peers

Outcomes		
	Intended outcomes	Success criteria
1	<p>1a) Appoint Directors of Achievement for KS3 and KS4 to support the achievement agenda and ensure all PP pupils in year 7-11 make outstanding progress</p> <p>1b) All year 7 pupils, particularly disadvantaged pupils make good progress in English and maths</p> <p>1c) All pupils, particularly disadvantaged pupils, are in receipt of high quality teaching – which includes a focus on:</p> <ul style="list-style-type: none"> - Differentiated lesson plans - Adjusted seating plans - Specific and timely marking and feedback - Targeted questioning - Regular AfL 	<p>This will be evidenced through;</p> <ul style="list-style-type: none"> ▪ Appointments commencing Sept 2017 ▪ Monitoring and tracking of all year groups ▪ RAG meetings as embedded in year 11 ▪ Achievement plans in place for all year groups as embedded in year 11 ▪ Accelerated reader assessments (increased reading ages and reading count over the year - EFR) ▪ The LIT programme assessments (from summer term - JHS) ▪ GL assessments - reading age test and PASS survey (after retesting - KBE) ▪ Relevant PP funded maths intervention programmes (RCL) ▪ Switch-on, Nurture group (SPE, GBA) ▪ 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. ▪ QA T&L reports to show that teaching in all subjects is at least 70% effective or highly effective ▪ QA Book looks to show marking and feedback is leading to progress and improved outcomes

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) Heads of year to use a more robust system to identify when pupils fall in the Concern category across subjects

- 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 2017 V 2018)
- 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 – Bluesky KVA/ NWA)
- All subject areas focus aspects of department improvement on provision for disadvantaged students (evidenced through SEF – KVA/NWA)
- All department reviews focus on the provision and progress of disadvantaged students (evidence through QA activity)
- School CPD programme supports a focus on school specific vulnerable groups through twilight sessions, MLD programme, HoDs forums and Teachmeets. (KVA/NWA)

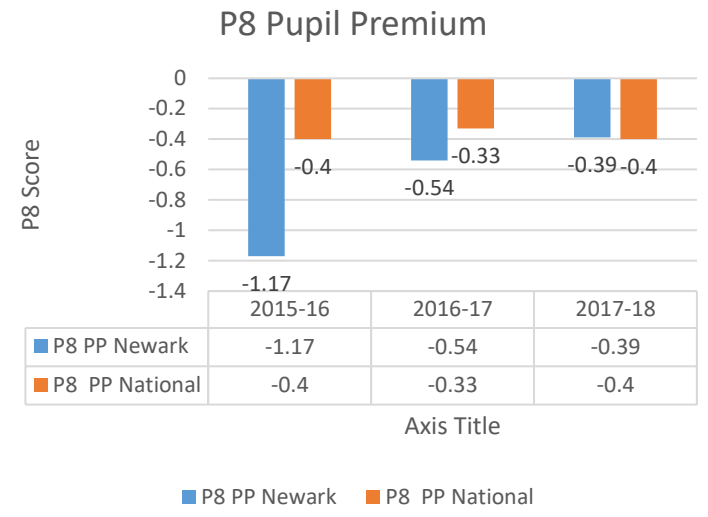
- Heads of Year trained to use DAPA to identify pupils underachieving across a range of subjects
- PP pupils receive intervention at an earlier stage than non PP pupils – when they are in the below category as opposed to the Concern category (between B<-0.1 NA points)
- HoY embed a programme of intervention in line with the DoA's.
- HoY attend all RAG meetings for their year group and track interventions to embed a holistic approach.

<p>2</p>	<p>All students, particularly disadvantaged pupils 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"> ▪ Increased attendance to whole school events including Achievement evenings, open evenings etc ▪ Increased attendance at Higher Education events / career events ▪ A significant declining trend in reported negative behaviour and exclusions (evidence using behavior and attendance systems through Pars - CFI) • Student voice shows increasing positive attitudes to school and self. (evidence through department review student voice, PASS, department specific student voice and surveys) • Enrichment opportunities are well-attended by PP pupils (Evidenced by registers, evaluated by KVA) • Evidenced through parental feedback and attendance registers
<p>3</p>	<p>Increased attendance rates and lower exclusion rates for all pupils, particularly those from disadvantaged backgrounds</p>	<ul style="list-style-type: none"> ▪ Overall attendance for all pupils, particularly those eligible for PP improves from 88.3% to 95% (evidenced through attendance data CFI) ▪ Exclusion rates decreased for all pupils, particularly those eligible for PP (CFI) ▪ PP pupils' progress and engagement with school improves over time as evidenced through student feedback ▪ 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 HSP) ▪ Evaluations from all parents' evenings are 85% positive

Overall attainment

	PP Newark Academy	Non PP Newark Academy	National All 2018
P8	-0.58	0.11	0
A8	3.6	4.9	3.82
5+EM	21.1%	54.4%	39%
4+EM	47.4%	71.9%	64%

Intended outcome	Approach/strategy	Rationale	Staff lead	Cost to date	Impact statement 2017-18
Improve outcomes for all pupils in core subjects	Specialist teachers appointed in English, Maths and Science	To ensure quality first teaching for all pupils, particularly those from disadvantaged backgrounds.	ASE/KVA	£90000	<ul style="list-style-type: none"> • P8 3 year improvement from -1.17(2015-16) to -0.6 (2016-17)to -0.58 (2017-18) • PP 5+ EM 2 year improvement from to 17.9%(2016-17) to 21.1%(2017-18) (2015-16 data not comparable as legacy GCSE) • PP 4+ EM 2 year improvement 39.3%(2016-17) to 47.4%(2017-18). (2015-16 data not comparable as legacy GCSE) • PP pupils in school - P8 better than national (see graph below), with gap closing from -0.77 to -0.21 to +0.01. P8 nationally gap increased, whereas at Newark Academy it decreased.



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- PP HAPs (P8 0.04) performed particularly well compared to HAPs in general (P8 -0.03) as a result of more focused intervention and quality provision in lessons.

Improve reading ages for all pupils in Year 7 and 8, ensure all pupils make good progress in literacy in Years 7 and 8

New literacy lead appointed

To ensure a high quality literacy across the curriculum plan which supports staff with the explicit teaching of literacy and provides high quality literacy CPD for all staff in order to impact upon the reading ages of **all pupils, particularly those from**

EFR

N/A

See Accelerated Reader and Lexia statements

		disadvantaged backgrounds			
	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.		Not being used	N/A
	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.		N/A	<p>Accelerated Reader</p> <p>The aim of our bid was to improve the reading ages of Pupil Premium Key stage 3 students at Newark Academy. At the beginning of the year (4/09/17), the average reading age of a PP student was 9 years 7 months. This was increased (24/07/2018) on average, by 5 months. The impact of AR has been limited on improving Reading ages.</p>
	The LIT Programme from the Hackney Learning Trust	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.		£3140	<p>Hackney Literacy Trust</p> <p>The impact of our bid was to raise literacy levels in Year 7. Groups were created from the internal baseline assessment. The following results are based on End of Year FFT20 targets (EoY)</p> <p>7ZEN1</p> <ul style="list-style-type: none"> In 7ZEN1 at the start of the year 48% of the students were on target and 52% were below target At the end of the year in 7ZEN1 36% of the students were on target and 64% were below target. <p>ATL remained at 1.8 throughout the year.</p> <p>7ZEN2</p> <ul style="list-style-type: none"> In 7ZEN2 at the start of the year 43% of the students were on target and 57% were below target

					<ul style="list-style-type: none"> At the end of the year in 7ZEN2 44% of the students were on target and 57% were below target. <p>ATL decreased from 1.9 to 1.6 at the end of the year.</p> <p>8YEN2</p> <ul style="list-style-type: none"> At the start of the year 38% of the students were on target and 61% were below target At the end of the year 36% of the students were on target and 65% were below target. <p>ATL decreased from 1.6 to 2.1 at the end of the year. The groups were split between CHA and GBA and the Lit Programme was taught for 3 out of the 6 lessons on the curriculum and after Christmas the decision was made to increase this to 5 out 6 lessons. QA procedures highlighted that effective delivery of the programme was below the expected standards in both classes. Progress through the skills was slow and only one level of the programme was completed.</p> <p>Action Sept 2018</p> <p>Redeployment of staff:</p> <p>JHS to ensure strong practitioners staff these groups in Year 7 and 8.</p> <p>JHS to continue to QA the during term 1.</p> <p>JHS to liaise with ZJO to re-arrange training sessions from Hackney for new staff.</p>
	Lexia	Literacy intervention delivered by TA in form time for targeted pupils (Dyslexia).	EFR/JHS	N/A	<p>Lexia</p> <p>Lexia's impact on PP students was limited due to an average engagement time of 48 minutes with a program that requires 100 minutes each week. In recognition of this, engagement time and the delivery of the program has been altered for 2018/19.</p>
	Library books	Books on reading list to support	THO		

		literacy programme.			
<p>All subject areas to consider and plan for underachieving groups of pupils, particularly those eligible for PP</p>	<p>All departments to bid for PP funding to focus on a T&L curriculum aspect or engagement / enrichment focus to support all pupils, particularly disadvantaged pupils either across the curriculum or from a specific year group.</p>	<p>To ensure that all teachers are involved in and accountable for the progress of all pupils, particularly disadvantaged pupils 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.</p>	<p>ZJO</p>	<p>£1753 including:</p> <ul style="list-style-type: none"> - History £220 - Maths £600 - English £463 - Science £230 - Travel costs trips £240 - 	<p>History Theatre Trip – Improving achievement</p> <p>The impact of the bid was to give students in one class (11C) further confidence on their ‘Health and the People’ topic from Paper 2 after having a number of cover teachers when being taught this topic. At the end of Y10, students were on a projected progress score of -0.76 for their result. By the end of Y11, students had achieved a -0.12 progress score. A student voice survey following the visit suggested that 84% of the students had found the really useful towards their studies for that particular unit.</p> <p>Germany Trip – Raising aspiration/improving achievement</p> <p>From a history perspective, the aim of this bid was to enhance students engagement in their studies and to impact outcomes. Students appear more motivated in lessons and from a student voice survey suggested that they found the trip beneficial towards their studies in the Germany section of Paper 1. At the moment it is too early to suggest an improvement in outcomes, as the trip took place towards the end of July.</p> <p>English Sports Journalist</p> <p>The focus of this intervention session was on writing skills for different audiences and purposes. A Sports Journalist was invited to run a series of workshops that focused on the topic of sport and the creative writing specialist focused on ways into narrative and descriptive writing.</p> <p>The impact of our bid was to raise attainment for our PP/HAPS Boys in Year 11. At the start of the academic year 21.4% were achieving a level 5 + and 2.4% were achieving a level 7+. By the end of the academic year 33.3% achieved level 5+ and 16.7% achieved Level 7+.</p>

					<p>Maths</p> <p>Maths HAPS Tutor</p> <p>In Maths 19.7% of students achieved a 7+, this includes two 9's. This is a 9% increase on last year. From PC2 to GCSE HAP students went up by on average 0.7 grades progress.</p> <p>Pin Point Maths</p> <p>Pin point Maths was introduced to raise achievement, it used students individual QLA's' to feedback and create questions more questions of the ones they got wrong to practice. From PC2 to GCSE PP students went up by on average 0.83 grades progress.</p>						
	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 all GCSE pupils are well-prepared for GCSE examinations in all subject areas.	ZJO	See above in curriculum bids	See above						
	Raising the grade conference – English Year 10		JHS	Cancelled							
Improve outcomes in English and	DLA Maths tutor and KCS English tutor deliver 1:1	These pupils progress is paramount to the	ZJO	£3500	<p>Maple results PP pupils:</p> <table border="1"> <tr> <td></td> <td>P8</td> <td>English Language</td> <td>English Literature</td> <td>Maths</td> <td>Science</td> </tr> </table>		P8	English Language	English Literature	Maths	Science
	P8	English Language	English Literature	Maths	Science						

Mathematics for pupils in Alternative provision	tuition to 3 pupils at MAPLE	school and also for their own future prospects.			LBE	-0.78	2	3	2	1
					TCR	-3.11	2	2	2	2
					RIN	-2.08	1	1	1	2
					Average P8	-1.99				
					Maple results Non PP pupils					
						P8	English Language	English Literature	Maths	Science
					HMA	-1.75	2	2	2	2
MRO	-2.16	2	2	2	2					
Average P8	-1.96									

Intended outcome	Approach/strategy	Rationale	Staff lead		
Increase rate of engagement in extracurricular school activity	Enrichment programme established across the school	To ensure that all students, particularly disadvantaged pupils have access to a wide range of extra-curricular activities which could include trips / residential / clubs and memorable experiences that are fun and enjoyable.	KVA	£7000	Term 1: 39.8% uptake PP pupils. Term 2: 48% uptake PP pupils Term 3: 49.2% uptake by PP pupils
Increase access and opportunity to experience	NTU / Nottingham university Widening participation	To ensure all pupils, particularly those from a disadvantaged	ZJO / SBR/ KCO	Travel to and from University – Year 10	See below

<p>higher education</p>	<p>programme of assemblies and visits embedded into each year group</p>	<p>background are fully informed of opportunities in Higher education. These will include:</p> <ul style="list-style-type: none"> - Next step assemblies (Yr 7-11) - Year 10 Pepper programme – mindfulness and well being - Year 10 Nottingham university trip aimed at boys (Nov) and girls (Jan) - NTU Summer residential (HAP PP's Year 9) 		<p>£360</p>	
	<p>Careers programme and external Careers Adviser support all pupils, particularly those from disadvantaged backgrounds.</p>	<p>To ensure all pupils receive high quality careers advice and guidance</p>	<p>JWE/KVA</p>	<p>£2400</p>	<p>impact of funding:</p> <ul style="list-style-type: none"> · All PP students in year 11 had a one to one career guidance interview (unless they were in alternative provision). · All PP students have transitioned into further education or training. · All PP students in years 7 to 11 were provided with opportunities to engage with a range of events such as external

					<p>careers fairs, collapsed timetable days (year 10 and 11 careers days) where students engaged with activities to build career management skills, develop their employability skills and have meaningful encounters with local and regional employers.</p> <ul style="list-style-type: none"> · All PP students in year 7 had the opportunity to attend an interactive assembly about the benefits of HE. · All PP students in year 8 had the opportunity to attend NTU's 'Inspired Year 8s' interactive workshop. · All year 10 PP students took part in one week of work experience with a range of local employers. · All year 10 PP students benefitted from activities provided by external providers including: <ul style="list-style-type: none"> o Aspiration-raising key note speech and workshop with Richard McCann about overcoming personal barriers to being successful in education and career (aimed specifically at students at risk of NEET). o Career management skills workshop with representative from Newark and Sherwood District Council. o Pilot programme with Nottingham Trent University around positive character traits, strengths and mind-set, aimed at increasing students' employability (PEPPER project – three workshops). · All PP students in year 11 took part in two employer interactions workshops with Ideas4careers.
	Well- being award	To support the mental health and well being of all pupils, particularly those from a disadvantaged background.	ABR	£250	<p>Signing up for the Well-being Award in Schools has supporting us in being able to scrutinise our well-being provision in school and strengthen where necessary. We have been able to assess our staff knowledge and support when necessary, which is key to our students being happy and able to achieve their full potential in school. We have taken year 1 of our well-being survey and receive a full analysis towards the end of this term and that will underpin demographics in our school and compare to other schools nationally on well-being. We will in particular be looking at our pupil premium cohort, to establish whether they would benefit from any further interventions around well-being.</p>

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 from disadvantaged backgrounds.		Cancelled due to strategic reasons	
	Additional contribution to hardship fund.	To ensure that parents / carers of all pupils, particularly those from disadvantaged backgrounds have access to additional funding to support pupils' emotional and social well-being.	LN / ST	£500	
	Personalised spending plans for individual Looked after Children	To support the educational, social and emotional needs of our LAC		£120	
Intended outcome	Approach/strategy	Rationale	Staff lead	Cost to date	
Increased attendance rates for pupils eligible for PP	PP funding to support whole school behaviour and attendance trips and rewards.	Attendance rewards supported by PP funding to improve attendance for all pupils particularly	CFI / ZJO / HoDs	£1142.50 positive change	Rewards Trips At Newark Academy rewards is a huge part of our academy culture and daily activity. Our aim is to end the year with a whole academy rewards trip which is designed to celebrate the great work that our students have done throughout it. At the beginning of the academic year all targets are set a target of 1.8

	<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>those from disadvantaged backgrounds. Attendance data to identify PP students who have either poor attendance or issues with punctuality – funding used to engage disadvantaged pupils with low attendance. Focused breakfast clubs to encourage students to be in school and on time every day. Ensure barriers to attendance to school and or school trips are minimised</p>			<p>for their Attitude to Learning and an attendance target of 95%. There has been an historical gap in that of pupil premium attendance and non-pupil premium attendance and added to this we have found that many families who have children that reach their targets are then unable to fund the trip, meaning the students miss out. The rewards funding this year has been utilised to ensure that this does not happen and as a result we have seen some great progress in terms of our students ATL and attendance:</p> <p>ATL 2016/17 – Whole School 2.0, PP 2.30 ATL 2017/18 – Whole School 1.67, PP 1.73</p> <p>Attendance 2016/17 – Whole School 94.53%, PP 90.99% Attendance 2017/18 – whole School, PP 92.91%</p> <p>Positive Change Positive Change is an intervention designed to re-engage students who have challenges both inside and outside of school. Positive Change have been used to work with a group of year 7 and 8 PP students who have been struggling with their behaviour in school. This intervention has been used really well to support two young men in particular who were at risk of exclusion. Prior to the intervention both boys had received over 10 internal isolation sanctions and 4 fixed term exclusions between them. Since the intervention this has reduced significantly and neither boys have received any further fixed term exclusions and the number of occasions that internal isolation has been required has reduced by over half.</p>
	<p>A coordinated multi-agency approach for identified pupils, including access to Children’s Services</p>	<p>A personalised approach for our most vulnerable pupils including Access to Anger Management,</p>	<p>GW / LNE</p>	<p>£4788</p>	

	and the Health Related Education Team	Counselling Services, Behaviour Management Services			
			Total estimated spend	£131811	