

Newcastle Academy Pupil Premium Statement of Impact: 2020 -2021

(0.2)INTENT:

At Newcastle Academy our 'Quality First' provision aims to ensure that all students that are in receipt of Pupil Premium funding have additional support to secure positive gains, in all areas of their academic life. When a student leaves our care, they leave with our core values: Honour, Positivity and Excellence; enabling them to flourish as a 'Quality First learner and citizen.' Every student matters and all teaching and support staff work towards ensuring student success. The established Pupil Premium Leadership team have worked towards the implementation of the final year of our 3-year plan. This plan is very much a collaborative approach, which highlights the perceived barriers faced by our students; the interventions planned, and the resulting impact achieved.

IMPLEMENTATION:

Collectively, we are working towards the following: Quality First teaching, consistently, across all lessons ensuring that our students make expected progress in-line with national expectations. Increasing reading ages and embedding literacy skills, the use of Standard English and subject specific vocabulary increasing clarity and confidence.

Students experiencing a much wider range of cultural and social experiences; thus, a greater interest in subjects and greater knowledge of the world around them. A clear focus on a student's future and the informed choices they make. Raising aspirations and encouraging students to continue in their education.

Ensuring that there is a real awareness of the issues and impact surrounding 'Mental Health' educating both staff and students. Most importantly, striving to ensure that our students are happy and able to achieve in a safe and secure environment. Finally, securing improved attendance, engagement in learning and a positive attitude to learning from all students.

The plan is now in its final year. It has been in place now for two academic years and has been reviewed formally twice each year, by senior leaders. Those involved in implementing the plan have been challenged; implementations and impact have been reviewed. The priorities and actions for this final year have been carefully selected to ensure that the maximum impact is achieved for all our PP students.

IMPACT:

Despite a particularly challenging year of 'lockdowns' 'bubble closures' and 'restrictions' all QAs for student voice have commented positively on the academy's excellent pastoral provision and the sense of morale and well-being displayed across the academy. Staff and student morale have been highly positive, despite the new levels of challenge forced upon us and staff turnover sees all staff returning to our academy allowing for consistency in provision. Staff voice shows that 90% of staff 'agree' or 'strongly agree' that whilst working at our academy they are able to maintain a good work-life balance. Well-being is at the forefront of all that we do within the academy. Student voice results show that our students feel safe and well looked after at school. Those who are PP and may feel anxious or worried have priority access to both the counsellor (74% of those seen) and emotional coach (35% of those seen) in school. Measures have been taken to ensure that all staff have a greater knowledge and understanding of our PP cohort and to

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best support those in receipt of PP funding. All teaching and support staff have engaged in dedicated PP CPL.

Quality Assurance indicators show an increase in the quality of lessons seen, previous inconsistencies have diminished greatly and moving forward we are targeting via CPL and QA: interaction, challenge, communication, and assessment to ensure that all lessons have high expectations and PP students are involved in their learning and successes. Students in years 7, 9, 10 and 11 have seen an improvement in their academic progress throughout the year. Indeed, in year 7 (0.2%) and 10 (0.5%) students outperformed those who are non-PP.

Reading, verbal, and written communication all play a crucial role in increasing our students' successes; therefore, digital resources have been introduced, such as SORA and Bedrock embedded. In fact, last year, on average non-PP students make 21% progress in terms of reading, compared to 25% of PP students. Greater time embedding these in class and reinforcement at home is needed. Moving forward CPL for staff and clear rules of Engagement for all are to be introduced and used consistently.

Due to 18 months of restrictions, sadly, what we have been able to offer in terms of extracurricular and enrichment provision was not as rich and varied as planned. In-house competitions, sports and cookery events proving to be the most popular. The safety of both students and staff has been a priority and therefore many proposed and planned events have been moved into our current calendar. Despite this, our post-16 transition has continued to support; enhanced and additional appointments given to all our KS4 PP students, and all our leavers placed in full time education or training. Opportunities to work alongside post-16 providers were carried out remotely – we now return to giving students the experience of exploring post-16, raising aspirations, and visiting elite universities such as Oxford and Cambridge. The Carnegie Award has been successfully achieved, and we have 5 mental health first aiders in school as well as student leaders and ambassadors to support student well-being. We have appointed 34 (64%) PP students to the role of a leadership Ambassadors and 40% of senior prefects are PP.

VIP have continued to work with students who are absent, and our PP students are prioritised in terms of contact. Academy closure has meant that attendance figures have decreased, however, the academy and the attendance of our PP students is above the national average. Behaviour data indicates an improvement in the conduct and attitudes of our PP students compared to non-PP students. Rewards, certificates, and incentives have been awarded to our PP students throughout the pandemic.

Our plan for year 3 has evolved to ensure that our students leaving Newcastle Academy do so with honour, positivity and aspiring for excellence in all that they set out to achieve. Those students in receipt of PP funding will have additional support and funding to ensure that they are not disadvantaged, instead they thrive to achieve their best.